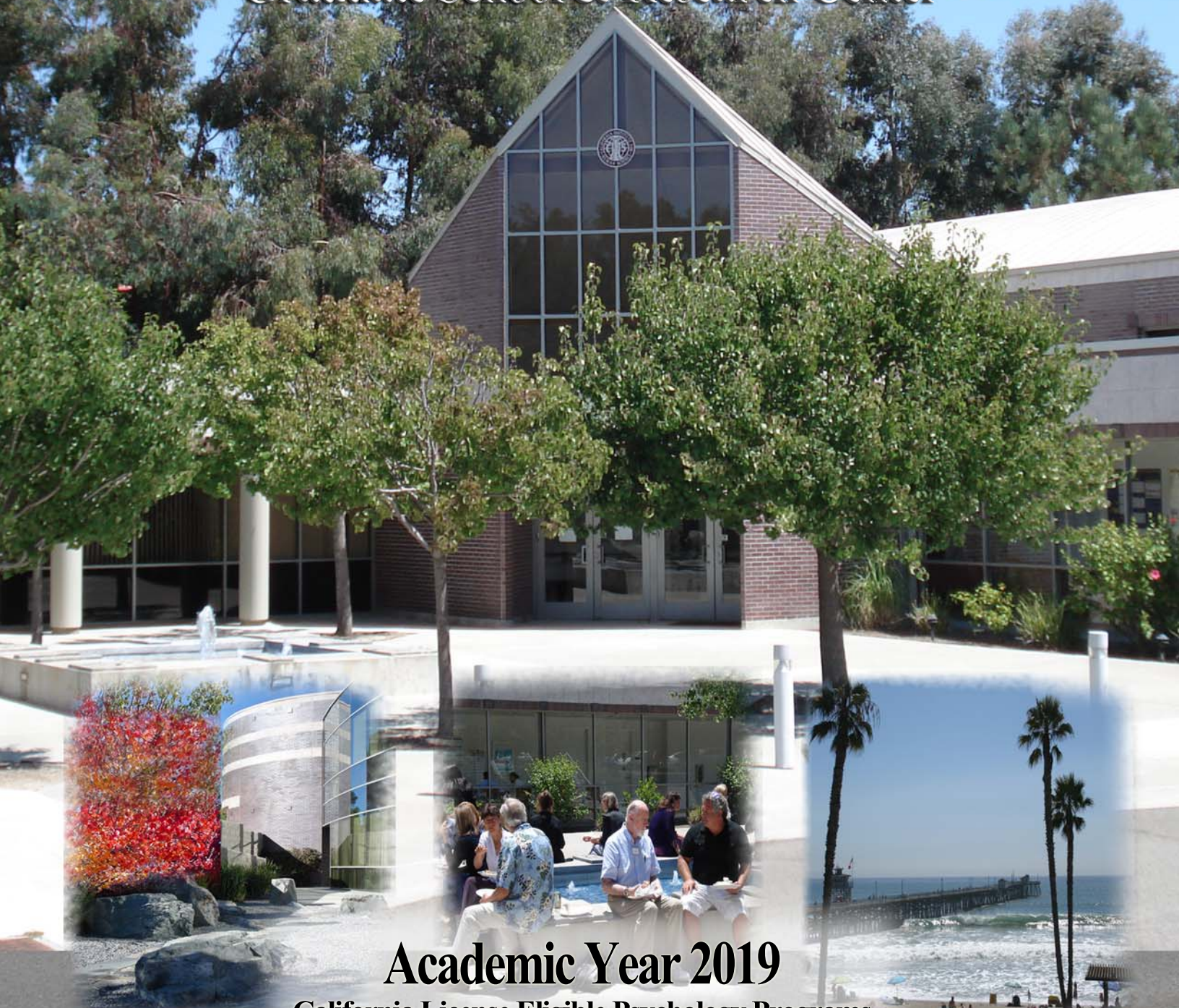


California Institute for Human Science



Graduate School & Research Center



Academic Year 2019

California License Eligible Psychology Programs

California Institute for Human Science

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www.cihs.edu

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Mission and Principles

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

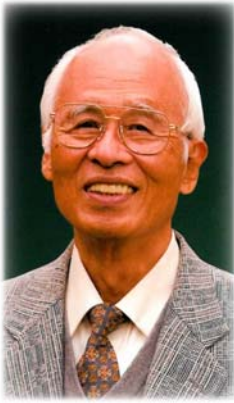
Hiroshi Motoyama, Ph.D., Litt.D.

Founder and President

Objectives

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

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



Message from the 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 established in America, for which I served as one of the cooperating members during the incipient stage of its organization. There are two kinds of subtle energy: one that is physical in nature (i.e., *ki*-energy), and the other that is non-physical and spiritual in nature, which is not delimited by spatial and temporal determination.

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

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

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

Another subtle energy is spiritual energy. The Institute of Religion and Psychology in Tokyo has been conducting research on the existence of this energy, and this research is currently being continued by CIHS, too. Once the *chakras* (i.e., the wheel of light or aura) or the spiritual energy centers of spirit-body are awakened

through rigorous meditation practice, as is known since ancient times through the mystical experiences of Indian Yoga, Chinese Taoism, and German mysticism, one can intuit the essence of nature and the minds of people such that one is capable of transforming and creating physical energy or matter to bring about a change in them.

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

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

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

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



Academic Dean's Address



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

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

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

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

Administrative Dean's Address



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

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

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

Hideki Baba, Ph.D.
Dean of Administration



General Information

State Approval

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

A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the state of California. Generally, state agencies may not recognize a degree from an unaccredited institution that is not recognized by the United States Department of Education. Since 1992, CIHS has met and remains current with all requirements set forth by the California Bureau of Private Post Secondary Education (BPPE) and has approval to operate as an institution of higher learning granting graduate and Bachelor completion degrees. A degree from CIHS is recognized as an alternative to a traditional degree program, especially for practitioners, clinicians, allied health professionals (osteopaths, chiropractors, nutritionists, naturopaths, etc.), researchers, educators, healers, personal development speakers, thought-leaders, and authors, and other healing arts professionals, to name a few of the industries CIHS students represent. Many of our students are professionals seeking additional training in innovative studies in subtle energy and consciousness, even in traditional fields such as psychology and comparative religion and philosophy. If you have questions about the relevance of accreditation to your educational and professional goals, please refer to page 8 for more information on accreditation as an optional designation for institutions. CIHS has proudly functioned as an independent institution for 24 plus years, and we are happy to discuss the specific applicability of a CIHS degree with you.

These approvals for degrees leading to licensure are for the state of California. Out of state applicants interested in licensure MUST contact their respective state's regulatory board to confirm whether they will accept the program.

Approved, but non-accredited, degrees may not be eligible for licensure in other states. Each institution or regulatory agency will determine eligibility of transfer credits and programs. It is up to each student to confirm with any agency outside of California.

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

Faculty

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

Quarterly System

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

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

Special Programs

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

Professional Continuing Education Programs

The California Institute for Human Science is a licensed continuing education provider for Registered Nurses by the California Board of Registered Nurses. In addition, the

Institute's psychology programs are approved by the Board of Behavioral Sciences to provide continuing education for MFTs and LCSWs.

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

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

Licensing

If licensing is the ultimate goal of the student, the Institute encourages the student to check with her or his respective state, and professional associations to ascertain requirements as these change from time to time. Please see CIHS' On Accreditation. CIHS began the regional accreditation process with the Western Association of Schools and Colleges in 2014 and while we cannot guarantee outcome or timeframe, we have full intention to meet the state's 2020 deadline for accreditation. Additionally, the PhD in Clinical Psychology is a licensable degree in the state of California as long the student enrolled before January 1, 2017, regardless of the result of CIHS' WASC accreditation effort. For students enrolling after January 1, 2017, the student's degree may or may not be license recognized by the state after January 1, 2020 IF CIHS DOES NOT GET ACCREDITED. If the student wants to pursue licensure in another state, he/she must verify eligibility of a California approved school with that respective regulatory body.

Along with fulfilling the other requirements for licensure such as hours and an exam(s), CIHS graduates who are awarded a Doctor of Philosophy in Clinical Psychology, licensure track, are eligible to sit for the licensing exam with the California Board of Psychology (BOP), if you enrolled prior to January 2017. If you enroll after January 1, 2017 and CIHS does not become accredited, after January 1, 2020 the California BOP may not recognized your degree for licensure. Other states determine eligibility on a state-by-state and case-by-case basis. Please contact your state's respective licensing board to inquire about eligibility.

Catalog Changes

The California Institute for Human Science annually reviews its policies and procedures to ensure strict adherence to the BPPE regulations. If policies, fees, regulations change, the Administrative committee reserves the right to amend the

catalog and procedures, including changes in guidelines, policies, curriculum and courses, procedures, and tuition while always maintaining the best interest of the student and the school.

Catalog

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

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798
www.bppe.ca.gov
(888) 370-7589/ (916) 431-6959 or by fax (916) 263-1897

Facilities

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

Library

CIHS provides a comprehensive research database to its enrolled students (Library Information Research Network, LIRN) which provides 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 and philosophy texts as well as graduate dissertations. Students are encouraged to use the prolific academic databases available for scholarly research on the Internet. Students, depending upon degree program, may be required to obtain and provide proof of membership at one of the major research libraries in their area. Locally, there is the California State University system, San Diego State University, and the University of California system. These are publicly financed educational institutions, so it is possible for students to easily access the facilities by purchasing a library card at a nominal fee.

Laboratory

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

Housing

The cost of living near and around CIHS is highly variable depending on 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. However, because of the nature of CIHS' adult student population, CIHS has no responsibility or duty to find and secure housing. CIHS is a non-residential program and provides no dorms or residences on campus.

Student Records

Student's academic records containing application information curriculum, financial records grade reports and transcripts are maintained in fireproof files in the Administration Department. Records are maintained for 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.

Safety Compliance and Enrollment Limitation

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

Statement of compliance with Disability Acts in Higher Education

CIHS is committed to making students with disabilities full participants in its programs, services, and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Administration will assist both students with disabilities and the Institute in accomplishing this goal. The primary objective of services is to ensure accessibility to CIHS' programs and services so that students with disabilities pursue their academic goals without interruption.

Academic Guidelines

Enrollment Agreement

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

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.

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

Leave of Absence

A student may petition for a leave of absence. Prior to withdrawing, a student must first speak to his/her Program

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

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. Some classes will also use Skype or Google Hangouts to create a live learning experience (when not all students are local). CIHS provides technology support to help you during the quarter if necessary. I understand that CIHS uses technology to create an integrated learning modality and am qualified to attend such program. I will utilize CIHS' learning platform on Moodle to develop proficiency. Faculty Responses are within 7 days of a submitted assignment

Residency Requirements for Online Degree Programs

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

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

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

Online doctoral students in Clinical Psychology may earn academic credit for pre-doctoral internship hours only if the CIHS Psychology Program Director approves the internship facility and program. All doctoral dissertations must be

defended in person at the Institute in Encinitas, California, U.S.A, except as noted above.

Grading System

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

Grades and Symbols:

Grade Point

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

Administrative Symbols:

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

I - Incomplete. A student wishing an "I" grade is required to advise the instructor in writing for approval. If the remaining course requirements are not completed by the end of the subsequent academic quarter, the "I" is changed to an "NC".

W - Official withdrawal from course.

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

CIHS is a California state approved school of higher learning by the Bureau of Private Post-Secondary Education (BPPE) to operate as a graduate school and offer degree programs (BA completion, MA, and PhD). CIHS is approved by the California Board of Psychology (BOP) to offer a doctorate program in Clinical Psychology that is eligible for licensure, along with completion of the other Board requirements.

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

- (1) At least ten (10) hours of college or university level instruction during a quarter plus a reasonable period of time outside of instruction which an institution requires a student to devote to preparation for planned learning experiences, such as preparation for instruction, study of course material, or completion of educational projects; or
- (2) Planned learning experiences equivalent to the learning and preparation described in paragraph (1) as determined by duly qualified faculty responsible for evaluating learning outcomes for the award of unit credits.

At CIHS, 10-quarter units equates to ten hours of the above learning activities and outcomes, including instruction. Academic classes, with the exception of the dissertation sequence, are 4-quarter units or the equivalent. This equates to 40 hours (4- units per

class) being comprised of the academic activities as defined above. CIHS undergraduate courses for the completion of the Bachelor of Arts in Integral Studies are 5 units per academic class (50 hours). Workshops are generally 2-quarter units or 20 hours (2.5 or 22.5 hours).

Please speak to the Dean of Academic Affairs and/or your Program Director for specific questions about the above.

Course Numbering Code

100-499 Undergraduate courses

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

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

Independent Study

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

Academic Counseling

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

Advisement Process

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

Academic Honesty

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

Administrative Withdrawal

A student may be administratively withdrawn from the program or a course because of excessive class absence, disruptive

behavior, inappropriate professional or ethical conduct, unfulfilled academic requirements, or unpaid tuition or fees. Refunds will be made in accordance with the Institute's policy and by the discretion of the Administrative Committee.

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

Academic Progress, Probation & Disqualification

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

CIHS maintains a code of honor to maintain respect and consideration of its graduate school culture. If a student violates this code of honor through disrespectful behavior toward faculty, students, or administration, CIHS reserves the right to ask the student to leave the Institute, without repayment or further recourse.

Right of Petition

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

Student Grievance Procedure

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

Probationary Status

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

Provisional Status

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

Evaluation of Faculty

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

Dissertation Process & Sequence

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

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

Advancement to Candidacy

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

Once doctoral level coursework is successfully completed (68 quarter units), the student is ready to Advance to Candidacy and formally begin the dissertation sequence. The Student will work closely with the Academic Dean and/or other Administrator to establish relevant advancement to candidacy papers. These two small (7-10) page research papers are designed to explore dissertation topics. One of these usually emerges as the front-runner for the first Chapter and can be adapted as such. This process can be done before enrolling in the first of the dissertation sequence, Dissertation: Topic, or can be done concurrently while enrolled in the Dissertation: Topic. In certain specific cases, as determined by the Academic Dean or program Director, an additional course may be taken and successfully completed. This course must directly apply to the Dissertation and can be taken in lieu of the two papers, upon prior approval.

Comprehensive Examination

The comprehensive examination is the process to Advance to Candidacy, and it is intended to demonstrate the student's integration of their coursework particularly in the area that will be the basis of their dissertation. The examination is arranged with the Academic Dean and/or Program Director. Please see Advancement to Candidacy above.

Dissertation and Thesis Guidelines

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

<https://www.cihs.edu/index.php/academics/academic-process/dissertation-and-thesis-guidelines/>

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

Graduation Requirements

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

Placement Services

To note, because of the qualitative nature of CIHS' degree programs, there are no specific employment and placement service offered by the Institution, other than the PhD in Clinical Psychology being a licensed eligible degree with the California Board of Psychology, along with fulfillment of all of their licensing requirements. CIHS administration and faculty are fully available to aid in referrals, resources, and recommendation when applicable and appropriate.



Admission Procedures

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

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

General Requirements

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

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

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

International Students

CIHS is authorized under federal law to enroll non-immigrant students. (The I-20 form is issued to all eligible applicants.) Prospective international students must verify sufficient financial resources and show English language proficiency. 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 score (550 or more on paper base, 213 or more on computer base) on the Test of English as a Foreign Language (TOEFL). If the student has graduated from a college in the United States, another English-speaking country, or a college where the language of instruction is English, or has completed an intensive English language program and can show proficiency in the language, the TOEFL may be waived, upon the discretion of the Administrative Committee.

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

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 admin@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:
 - a. In-residence degree programs, U.S. citizens and legal U.S. residents \$65.
 - b. All online degree program applicants \$65.
 - c. International applicants for in-residence degree programs \$250.

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

(International application in residence fee minus online application fee).

Auditing Courses and Application Procedure

Courses may be audited by students intending to enroll at the school. Students can convert these audited courses into credit units when they have enrolled, if they have completed the required course assignments and make a payment of a \$220 (per 4 units course) transcript-processing fee. This process must be completed within a year of auditing the course and a maximum of 16 units may be converted.

Transfer Credits

For students pursuing the Master of Arts degree, a maximum of eight (8) quarter units (6 semester units) for graduate course work earned in the student's field of study may be transferred from an approved or regionally accredited institution, or foreign degrees evaluated as the equivalent of United States programs. For students pursuing a Doctor of Philosophy degree, a master's degree or equivalent is required. Applicants who have completed less than a master's degree of graduate level work will be considered at the Institute's discretion. In either case, the Institute does not accept more than ten (10) semester units or sixteen (16) quarter units of graduate work beyond the bachelor's level. **This does not apply to graduate programs that lead to a profession or an occupation requiring state licensure such as the MFT or Ph.D. in Clinical Psychology at any level.** Students enrolled in the licensure track Ph.D. in Clinical Psychology may only transfer in two courses or 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 8 quarter units if the Ph.D. degree will be professionally utilized.

If an applicant is accepted for the doctoral program without a master's degree, the Institute may designate further Master's level course work to be taken at the Institute as part of the acceptance agreement. Even if an applicant already possesses a Master's degree, the Institute may designate master's level course work as part of acceptance into the doctoral program in order to prepare the student for the doctoral program, if the coursework is in an unrelated field.

Students are ineligible to transfer in any undergraduate work toward either a MA or 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. This can be

done during the first two quarters, but not thereafter. To substantiate course content and level, students may be required to submit the college catalog description, course notes and records, texts studied, or a statement from the instructor.

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

Equivalent coursework is defined as Statistics is transferrable for Statistics, Research Methods for Research Methods. The course name may be slightly altered, but the topics and objectives are the same.

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)

California State Institutional Approval

The California Institute for Human Science (CIHS), in its twenty-fifth year, is a state approved school by the Bureau of Private Post Secondary Education (BPPE) and CIHS has achieved the Western Association of Schools and Colleges (WASC) recognition as eligible for the next phase of the accreditation process, Candidacy. More on CIHS' institutional status with WASC is below. Please refer to it.

CIHS' programs have been reviewed, evaluated, and approved by the BPPE and the Board of Psychology (BOP), the government bodies that regulates California licensure as a Clinical Psychologist (PhD). Approval to operate and offer licensure track degrees by the BPPE and BOP is the highest education status awarded by the state of California. In addition to scrutiny of the curriculum, our faculty and administration qualifications have been reviewed and approved. The Bureau and its branches (BOP) have determined that CIHS' operational plan and curriculum satisfies the standards set forth by Education Code Section 94900 and 94915. CIHS is proud that

it is in Phase II of the WASC accreditation process, although it cannot guarantee final timeframe or outcome.

On Accreditation

CIHS is proud to be celebrating its 25rd year in operation. Our President and founder, Dr. Hiroshi Motoyama, the administration, and the faculty are very proud of the innovative curriculum CIHS offers. CIHS is in its own private niche as a graduate school on the frontier of the integration of science, spirituality, psychology, biophysics, comparative religion and philosophy, and the healing arts. For the last decade, CIHS has specifically been improving institutional and quality measures within the process of working toward full accreditation while maintaining the uniqueness of our curriculum.

California Institute for Human Science has applied for Eligibility from the WASC Senior College and University Commission (WSCUC). WSCUC has reviewed the application and determined that the Institute is eligible to proceed with an application for Candidacy and Initial Accreditation. A determination of Eligibility is not a formal status with the WASC Senior College and University Commission, nor does it ensure eventual accreditation. It is a preliminary finding that the institution is potentially accreditable and can proceed within five years of its Eligibility determination to be reviewed for Candidacy or Initial Accreditation status with the Commission. Questions about Eligibility may be directed to the institution or to WSCUC at wascsr@wascsenior.org or (510) 748-9001.

We are mandated by law to inform you that this institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency, such as WASC, recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

While CIHS cannot guarantee the final outcome of our WASC initiative, CIHS ensured its accreditation initiative began in

anticipation of meeting and accommodating these changes in law and CIHS is prepared to meet the BPPE's deadline requirements. CIHS has already passed phase I of III of the WASC accreditation process. CIHS accreditation plan was enacted prior to the law coming into effect, and it was our intent as an institution to seek accreditation, regardless of the changes in law. Thus, we are fully prepared to pursue this course of action and look forward to the changes it will bring to CIHS.

For Clinical Psychology Students Pursuing Licensure

For those students seeking licensure with the state of California AND who enroll in CIHS' Clinical Psychology program after January 1, 2017, you should be aware that according to SB 1193, each applicant for licensure shall comply with all of the following requirements (if initially enrolling in an approved clinical psychology program after January 1, 2017). All enrolled prior to this date are grandfathered into the law prior to SB 1193. New students enrolling in CIHS' Clinical Psychology licensure program do take on that additional risk if CIHS should not become accredited.

SB 1193 (c) (1) On or after January 1, 2020, [each applicant must] possess an earned doctorate degree in psychology, in educational psychology, or in education with the field of specialization in counseling psychology or educational psychology from a college or institution of higher education that is accredited by a regional accrediting agency recognized by the United States Department of Education or have been enrolled in a BPPE approved program prior to January 1, 2017 [or risk that if CIHS does not become accredited, such degree will not be recognized by the California licensing board.]

Please note that regardless of accreditation, the transfer of credits between all universities (whether state approved or accredited), is determined by the specific policies of the universities and determined on a case-by-case basis.

Social Security Number Requirement and Use

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

Financial Information

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

Tuition Costs

Program	Registration Week *Late registration fee \$65 after registration week	
	Per Unit	Per course
B.A.	\$215	5 units \$1,075
M.A. Ph.D. Certificate	\$280	4 units \$1,120
Dissertation Units	\$340	5/6 units \$1,700/2,040
Audit fee for provisional student	\$210	2 units \$420 4 units \$840
Books and Supplies		\$130 - \$185

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

Estimated Total Program Costs*

B.A. Completion Degree (45 units approximate cost)	\$9,675
M.A. Degree (56 units)	\$15,680
Ph.D. Degree (72 units & 22 dissertation units)	\$27,640

*these approximate costs do not include textbooks and other fees.

Additional Fees (Non Refundable)

Admission Application (pro-rated for V.A benefits)	
In-Residence and online program applicants	\$65
International admission application (nonrefundable)	\$250
Transcript Evaluation-Foreign (per institution)	\$150
Transfer Credit Approval Fee (per course)	\$280
Enrollment Fee (One time,)	\$175
Student ID card	\$10
Program Change Fee	\$150
Late Registration Fee (per student)	\$65
Deferred Tuition Plan (per unit)	\$8
Laboratory Fees (for lab courses only)	\$120
Library and Information Resource (LIRN) fee	\$12
STRF fee	\$0

Withdrawal fee from Course (per course)	\$65
Incomplete Course Extension Fee (per course, per quarter)	\$65
Challenge Examination (per 4 unit course)	\$450
Audit Transcript Conversion flat fee per unit (4 units = \$280, 2 units = \$140, 5 units-BA=\$235)	\$70
Leave of Absence Fee for 2 or more consecutive quarters per quarter (no fee for one (1) quarter Leave of Absence)	\$75
Reinstatement after 12 months Leave of Absence	\$160
Doctoral Comprehensive Written Exam Fee	\$375
Dissertation Extension Fee* (per Quarter)	\$250
Dissertation Topic Change Fee	\$450
Official Transcript /ea	\$7
Rush Transcript/ea	\$30
Official Document Producing Fee	\$45
Returned Check Charge/Credit Card Declined	\$65
Practicum/Clinical Training Fee (per quarter)	\$250
Dissertation/Thesis/ Project Binding Fee (each x2)	\$190
Student provides CIHS with PDF file and two hard copies, one for the student and one for CIHS' library. If you want CIHS to print hard copies from provided PDF file, there is a charge for 10 cent per page.	
Graduation Processing Fee	\$250
*see detail about extension fee in the section of "Dissertation Process & Sequence"	

Financial Assistance

Student Loan

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

Deferred Tuition Plan

Tuition is due in full prior to each term during registration. An alternate payment plan can be arranged in which 1/3 of the tuition is paid at time of the registration, 1/3 by the beginning of the fourth week of the term, and 1/3 by the beginning of the eighth week. For the alternate plan, there is a \$8 charge per unit.



A late fee of \$25 will be assessed once during each of the three payment periods if payment is not made by the deadline.

Students who wish to pay tuition with the plan must enter credit card information at the time of the course registration, or mail CIHS posted date checks by no later than 5 days from the registration week. The 2nd and the 3rd payments will be processed by charging the credit card or by cashing the checks. All payments must be made in accordance with this schedule, despite loan arrangements, funding through employer, etc. A student who has not fulfilled financial obligations will not receive grades or transcripts and will not be allowed to continue in the program or register for subsequent terms.

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

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

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

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

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

Students may also withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the instruction. Students receiving



V.A. benefits will receive a pro-rated refund for any unused portion of a course. If the student withdraws after completing more than 60% of the course, they forfeit the tuition. The withdraw date is the day the paper work 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.

On Tuition

CIHS values its affordability and accessibility to students seeking to study consciousness, psychology, subtle sciences, comparative religion and philosophy and the like. Currently, CIHS is in the process of WASC accreditation which has improved CIHS functioning across the board, but it has also come with an increase in administrative costs. This is to note that as of Spring quarter 2017, CIHS increased its tuition while still remaining extremely competitive among the educational marketplace. CIHS' maintains its position as the best value for earning a graduate degree (or completing a Bachelor of Arts degree) that combines educational rigor while integrating science and spirit.

While studying at CIHS, each student is allowed to take up to four quarters off without it affecting his/her enrollment status, consecutively AND for the duration of your course of study. Your tuition rate will be fixed from the time of your initial enrollment, after signing the Student Enrollment agreement. After more than four quarters absence in a row or within your program's course of study, a new student enrollment agreement will need to be signed, and thus, the student will be subject to the tuition that is reflected in the catalog at the time the new enrollment agreement is signed.

Students enrolling prior to 2017 will remain grandfathered into the previous policy (subject to a maximum four quarters leave). Students enrolling after the 2017 tuition increase will be subject to the following program completion time limits.

- CIHS' Bachelor of Arts Completion degree should

take no more than two years to complete. If it is not completed in two years (eight academic quarters), a new student enrollment agreement will need to be signed reflecting the regulatory and program changes at time of re-enrollment. [grandfathered students time limit starts Spring 2017]

- For CIHS's Master of Arts degree program, which requires 56 quarter units that equates to 14 or so classes (depending on how they are structured), CIHS students will have 3 years (twelve academic quarters) to complete this program before being subject to signing a new student enrollment agreement. [grandfathered students time limit starts Spring 2017]
- For CIHS' PhD program which requires 94 quarter units (72 quarter units of course work and 22 of a Dissertation Sequence), CIHS students will have 5 years (twenty academic quarters) to complete this program before being subject to signing a new student enrollment agreement. [grandfathered students time limit starts Spring 2017]
- Once the dissertation sequence has begun, if student does not finish degree within two (2) years, the dissertation extension fee of \$250 per quarter will apply.

CIHS will continue to fight to keep its tuition eminently affordable. Despite being protected from the increase by finishing your degree within the proscribed time, it is in CIHS' and each student's best interest to commit to his/her program and successfully complete his/her program in the time proscribed. CIHS' administrative team and Faculty are fully committed to helping CIHS students complete his/her degree to his/her satisfaction while pursuing each individual's research interests, as long as it is academically justifiable.

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 pro rata refund if you have completed 60 percent or less of the program.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: CIHS, 701 Garden View Court, Encinitas, CA 92024. This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

Financial Obligations

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

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

State of California Student Tuition Recovery Fund (STRF)

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

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

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

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

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

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

2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

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

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

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

It is important that enrollees keep a copy of any enrollment agreement, contract, or application to document enrollment; tuition receipts or canceled checks to document the total amount of tuition paid; and records which will show the percentage of the course which has been completed.

Such records would substantiate a claim for reimbursement from the STRF, which, to be considered, must be filed within 60 days following school closure. For further information or instructions, contact the Bureau of Private Post-Secondary (BPPE):

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798
www.bppe.ca.gov
(888) 370-7589/ (916) 431-6959 or by fax (916) 263-1897

Contacting Bureau of Private Post-Secondary(BPPE)

The Bureau of Private Post-Secondary (BPPE) regulates the operation of CIHS. 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:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798
www.bppe.ca.gov
(888) 370-7589/ (916) 431-6959 or by fax (916) 263-1897

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

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

Student Information & Institutional Policies

Non-Discriminatory Policy

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

Family Education Rights and Privacy Act

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

Academic Freedom

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

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

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

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

Sexual Harassment

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

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

Sexual Assault

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

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

- 1) Acquaintance or date rape
- 2) Stranger rape

- 3) Indecent exposure
- 4) Attempted sexual acts by use of verbal or non-verbal threats

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

Diversity Statement: The Adult Student – CIHS’ Educational Cohort

CIHS is committed to respecting and honoring the professional, educational, and demographic diversity of its adult student population. As a student community member of the Institute, you can expect a student population who differs from the traditional 18-22 year old senior college student. The adult learner is often retraining from a previous career and/or is still working with many family and work obligations. We recognize this and will do our best as an Institute to help balance our requirements without sacrificing academic integrity or rigor.

The diverse population of adult students has certain marked features that are represented by some of the following:

1. The adult student has achieved a marked degree of independence and self-direction.
2. The adult student's past experience is generally a rich resource for new learning. Certain beliefs, habits, or customs may, however, present very real obstacles to new learning and must be handled with sensitivity.
3. Adult learning stems from developmental tasks of social roles and is, therefore, problem- centered as opposed to content-centered. Adult students tend to value instruction that resolves a problem or has immediate application, i.e., when the instructor is able to link the theoretical aspects of the course to the social needs of the students.
4. The importance of time seems to increase as people grow older. Since time is valued, adults are particularly sensitive to an activity that they perceive as wasting their time. Busy work, disorganization, and erratic shifts in course direction will normally result in far greater anxiety (or even anger) for an adult student than it would for an 18-22 year old student.

As an Institution, CIHS is committed to respecting the diversity of person and thought in our community by doing the following:

1. Establish and maintain a mutually respectful climate.
2. Plan for regular evaluation and provide the student an opportunity to critique his/her own progress.
3. Utilize activities that rely upon inquiry and experiential techniques.
4. View themselves as both teachers and students alike that incorporates modeling and peer reviews.

Student Code of Conduct

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

Department of Psychology

Psychology Programs

Mission and Purpose

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

The Master of Arts in General Psychology prepares the ground for all further study in psychology by examining perennial philosophical issues, research strategies, and practical application of theory and skills. A range of substantive coursework represents major areas of psychology, including coursework in clinical psychology for those intending to graduate with the intention of pursuing licensure. If a student has already been awarded a Master's degree in psychology or other related field, admission may be granted directly into the doctorate program, at the discretion of the Program Director.

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

Primarily, the clinical study of psychology focuses on a traditional, clinical curriculum that is competitive with a traditional Clinical Psychology program, along with emphasis on the Institute's core belief system. Attending CIHS' PhD in Clinical Psychology program will provide the student with the

necessary training to be effective in the field as a psychotherapist and/or psychologist (in addition to the student meeting all state licensing requirements if that is the intended path). Additionally, the CIHS graduate is schooled in viewing the client as a progressive, spiritual human being. The emphasis on consciousness, mind, body, spirit, and the importance of other healing modalities is honored throughout the curriculum. In this way, the Ph.D. in Clinical Psychology affords the student a unique opportunity to become licensed as a Clinical Psychologist in California (or other reciprocal states as determined by each state's licensing body) with a solid core education in a curriculum that emphasizes consciousness, healing, and spirituality. Our program is for the student who wants to go beyond the medical-model psychology programs to view the client as a human being seeking wholeness. The CIHS student will learn how to address the fundamental questions in psychology, namely, "What is wrong? How and why did it develop? What can be done?" with the perspective of psychotherapy and clinical psychology as one of the vital healing arts. Qualitative research and dissertations are encouraged because CIHS recognizes that clinically-relevant issues must be examined in an experiential way honoring the idea that the client's experience should be respected and valued.

The experience itself provides information. The qualitative emphasis on research is another unique feature of the CIHS education. Many of our students welcome this opportunity to write a dissertation from this perspective. Mixed-method and quantitative dissertations are encouraged as well. Ranges of topics relevant to psychology as a healing art are available as electives.

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

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

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

Prerequisites

Masters of Arts Degree Program in General Psychology, or Integral Psychology or related field as approved by Program



Director: Bachelor's degree from an approved or accredited institution.

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

MASTER OF ARTS DEGREE PROGRAM

Learning Objectives

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

Degree Requirements

Fifty-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 other Master's programs: Life Physics or Comparative Religion and Philosophy. Doctorate-level courses in Psychology, Life Physics, or Comparative Religion and Philosophy may be taken with the approval of the Psychology Program Director.

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

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

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

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

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

CIHS CORE CURRICULUM (core courses for all programs)

PSY 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	(4 units)

CORE for MA PSYCHOLOGY STUDENTS

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

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

**Or Integral Spiritual Coaching

***Additional units may be taken as electives

ELECTIVES IN GENERAL AND INTEGRAL PSYCHOLOGY

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

PSY 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 633	Introduction to Energy Psychology	(4 units)
PSY 634	Pranic Healing	(4 units)
PSY 636	Psychology of the Chakras	(4 units)
PSY 644	Dynamic Group Therapy: Theory and Practice	(4 units)
PSY 651	Psychoacoustics	(4 units)
PSY 680	Topics of Special Interest	(4-8 units)
PSY 699	Independent Study	(2-12 units)

Course Descriptions

CORE CURRICULUM (IN ADDITION TO STATE REQUIREMENTS)

PSY 500 Academic Writing Within the Human Sciences

This first course upon embarking on a CIHS education is designed to provide an introduction to critical interpretation of scholarly research and academic writing, though the lens of human science history and systems. We will review the perspectives of human science including such pioneers as William James, Roberto Assagioli, Carl Jung, William Braud, Charles Tart, Candace Pert, Stanley Krippner, Ken Wilber, Roy Bhaskar and Dr. Motoyama. Through this course students will

develop fluency in APA writing style, writing composition, and engagement with scholarly references. (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 CRP 504 Spiritual Education. (4 units)

PSY 505 Introduction to Qualitative and Quantitative Research

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

Quantitative research is essentially deductive and confirms hypotheses using statistical analysis. It issued mostly in experimental and correlation designs to establish relationships between variables. It is a traditional model of evaluating studies based on statistics. Steps in the research process for both approaches will be reviewed, focusing on sampling, collection, and analysis of data. (4 units)

PSY 506 Statistics

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

CLINICAL PSYCHOLOGY EMPHASIS

PSY 600 Psychology of Personality

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

PSY 608 Human Sexuality: Clinical Considerations (state requirement)

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

PSY 609 Human Development and Archetypes

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

PSY 610 Introduction to Psychopharmacology (state requirement)

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

PSY 612 Psychodiagnosis and Treatments

The course attempts to answer the question: why do some people have persistent problems in the realm of psychosocial adaptation to life? Issues concerning the origin, development, maintenance and persistence of maladaptive functioning will be

approached from a psychosocial and psychodynamic perspective. Diagnostic categories and the DSM will be discussed. (4 units)

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

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

PSY 616 Psychological Testing (Required MFT; recommended PhD)

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

PSY 617 Ethics and Law in Psychology (state requirement)

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

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

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

PSY 619 Psychotherapy: Approaches and Strategies

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



commonalities and areas of overlap. The course will discuss the underlying assumptions and strategies of these and other approaches to therapy. (4 units)

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

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

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

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

PSY 630 Psychopathology & Psychopathogenesis (Recommended)

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

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

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

PSY 620 Practicum I

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

PSY 621 Practicum II

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

ELECTIVES IN GENERAL AND INTEGRAL PSYCHOLOGY

PSY 622 Mind-Body and Energy in Psychology

The course aims to provide a holistic perspective of the ecology of health and illness based on current interactional theories of mental and physical health and illness and of the relationship

among physical, intraphysic, and social systems. It examines the biochemical and energetic interaction among the nervous system, the endocrine system, and immune systems and the way this interacts with the reactions in the meridian systems. (4 units)

PSY 624 Psychobiology

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

PSY 633 Introduction to Energy Psychology

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

PSY 634 Pranic Healing

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 CRP 504 item #10. (4 units)

PSY 645 Spiritual Coaching

See course description for CRP 745

PSY 680 Topic of Special Interest

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

PSY 690 Thesis

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

PSY 644 Dynamic Group Therapy: Theory and Practice

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

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY DEGREE PROGRAM

Objective

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

Degree Requirements

Ninety-four (94) graduate quarter units beyond the Master's Degree are required to complete the Doctor of Philosophy degree program in Clinical Psychology. The number of core courses and quarter units (including dissertation) required would depend on the number of core courses that students have completed at the Masters Level. This would include 1) the core courses associated with the school's mission and 2) students with a M.A. level clinical license or degree that includes the core courses required for clinical licensing. It is important for students working towards licensure to establish that they have completed the required number of core courses in consultation with the Program Director. The remaining elective units will be planned with student's career goals in mind. With the Program Director's approval, students may draw on the Ph.D. programs in Integral Health, Life Physics and Comparative Religion and Philosophy for coursework electives.

An additional requirement for students preparing for licensure is 50 hours of personal counseling with licensed professionals. 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 PhD students, graduate transfer credits may be granted for a total of 16-quarter units of relevant graduate courses

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

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 5) upon discussion with the Academic Dean 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.

Total units required to complete the program is 94 units.

Other Mandatory Requirements: During their course of study, Doctoral Students in CIHS' Clinical Psychology licensure track program, are to complete, no later than Dissertation II, a mandatory 52 hours of psychotherapy, the majority of which must be individual. Group psychotherapy or its equivalent may make up no more than 25 hours of this requirement. The rest must be made up of individual psychotherapy at a private office, nonprofit, or other type of similar environment. A personal letter or log will be lodged by the student to the Dean of Administration and signed by his/provider(s). This will become part of the student's program at CIHS. All confidentiality laws and protections will be provided by provider to student/client. CIHS will not be privy to any other information other than the letter and log information documenting such hours.

A provider is an individual trained to provide psychotherapy as defined by a MFT, LSCW, or Educational/Clinical Psychologist. The provider must be MA or higher in degree level. MD psychiatry is acceptable as part or whole of this process. If the provider is of alternative/integral nature and does not have a license to provide psychotherapy, an Administrator or Program Director must approve of such process ahead of time. Due to the importance of this process to the development of each PhD licensure track student, this is mandatory in order graduate with the PhD in Clinical Psychology, licensure track. Financial arrangements for such service must be provided by each student and arranged privately with your signed providers or nonprofit organizations. CIHS holds no responsibility in this regard other than to document said hours. This is a crucial part of your journey at CIHS as a future, licensure track Clinical Psychologist.

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY

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

PSY 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	(4 units)
PSY 705****	Advanced Qualitative Research Methods	(4 units)
PSY 706****	Advanced Quantitative Research	

	Methods	(4 units)
PSY 896	Dissertation Topic Research	(5 units)
PSY 897	Dissertation Methodology Review	(5 units)
PSY 898A	Dissertation I	(6 units)
PSY 898B	Dissertation II	(6 units)

*If taken at the MA level, this course does not need to be repeated.

**Required for licensure for PhD track (can be taken at either MA or Ph.D. level). If Counseling and Communication Skills was taken at the MA level, then Integral Spiritual Coaching needs to be taken at the PhD level or vice versa.

*** Additional units may be taken as electives

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

CORE COURSES FOR STUDENTS INTENDING TO OBTAIN CLINICAL LICENSING

Students intending to obtain state licensure are required to take a minimum of nine (9) courses from this section, unless these courses have been taken at the masters level and do not need to be repeated at the Ph.D. level but can be replaced with other electives to fulfill the 94 unit requirement for the Ph.D. degree. Those with asterisks are either recommended and/or required by the California Board of Psychology as courses to fulfill a licensure track PhD in Clinical Psychology degree.

**Recommended *Required

PSY 609	Human Development and Archetypes	(4 units)
PSY 708	Human Sexuality: Clinical Considerations*	(4 units)
PSY 710	Ethics and Law in Psychology **	(4 units)
PSY 713	Family Violence, Partner Abuse, & Child Abuse: Assessment & Intervention*	(4 units)
PSY 715	Aging, Long-term Care, and Grief *	(4 units)
PSY 717	Psychopharmacology*	(4 units)
PSY 718	Substance Abuse: Assessment, Intervention, & Treatment*	(4 units)
PSY 719	Diagnosis in Clinical Psychology **	(4 units)
PSY 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 730	Psychopathology and Psychopathogenesis **	(4 units)
PSY 800	Psychology of Personality	(4 units)
PSY 819	Psychotherapy: Approaches and Strategies	(4 units)
PSY 820	Pre-Doctoral Internships	(4 units)

* Students may take one or both courses

Licensing Requirements as a Psychologist in California. The Board of Psychology is the relevant governing body for the psychology license in California. Graduates who have earned a

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

It is recommended that all Ph.D. students write to the Board of Psychology and obtain the most recent edition of the Laws and Regulations.

Board of Psychology
 1422 Howe Avenue, Suite 22
 Sacramento, CA 95825-3200
 (916) 263-2699
www.psychoboard.ca.gov

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

CORE COURSES FOR INTEGRAL PSYCHOLOGY, UNDER CLINICAL PSYCHOLOGY

- PSY 709 Human Development and Archetypes (4 units)
- PSY 708 Human Sexuality: Clinical Considerations* (4 units)
- PSY 730 Psychopathology and Psychopathogenesis ** (4 units)
- PSY 749** Clinical Aspects of Energy Psychology (4 units)
- PSY 750** Energy Psychology: Foundations & Therapy (4 units)
- PSY 800 Psychology of Personality (4 units)

**If there is an equivalent course sequence in energy psychology methods, this can be taken in lieu of that requirement with approval from the Dean and/or Program Director.

ELECTIVES FOR INTEGRAL PSYCHOLOGY EMPHASIS

- PSY 709 Human Development and Archetypes (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 755 Advanced Integrative Therapy (AIT) (4 units)
- PSY 756 Meditation Practice, Guided Imagery, & Alternative Techniques to Complement Psychotherapy (4 units)
- PSY 763 Psychology of Shamanism (4 units)
- PSY 764 Transpersonal Psychology (4 units)
- PSY 784 Ecopsychology (4 units)
- PSY 790 Topics of Special Interest (4-8 units)
- PSY 799 Independent Study (4-12 units)

Course Descriptions

CIHS CORE CURRICULUM FOR ALL DOCTORATE STUDENTS

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

PSY 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 appropriate investigation methods in the area that they have selected as a dissertation topic. An outline of sample selection and research design methods as well as procedures and instruments will be required as course work. (5 units)

PSY 898A Dissertation I

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

PSY 898B Dissertation II

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

CORE COURSES FOR CANDIDATES INTENDING TO OBTAIN CLINICAL LICENSING (Cross-over courses offered to MFT and PhD students will provide alternate syllabus and/or diverse course assignments to reflect the appropriate course of study.)

PSY 710 Ethics and Law in Psychology

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

PSY 708 Human Sexuality: Clinical Considerations

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

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

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

PSY 715 Aging, Long-term Care, and Grief

See course description for PSY 650.

PSY 717 Psychopharmacology

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

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

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

PSY 719 Diagnosis in Clinical Psychology

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

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 730 Psychopathology and Psychopathogenesis

See course description for PSY 630.

PSY 800 Psychology of Personality

See course description for PSY 600. (4 units)

PSY 819 Psychotherapy Approaches and Strategies

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

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

The pre-doctoral internship is planned in consultation with the Program Director after advancement to candidacy. Credits are earned for internship on a quarterly basis with one (1) quarter unit per internship course, encompassing at least 10 hours a week, to earn a unit of credit. Grading is Pass/Fail. The Board of Psychology will accept up to a maximum of 1500 hours of pre-doctoral supervised clinical experience towards the license. Students must earn 94-quarter units for a Ph.D. even if the pre-doctoral internship is waived for credentials earned prior to entering to the program.



ELECTIVES FOR INTEGRAL PSYCHOLOGY EMPHASIS

PSY 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 736 Psychology of the Chakras

See course description for CRP 504 item 12.

PSY 745 Spiritual Coaching

See course description for CRP 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)

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 755 Advanced Integrative Therapy (AIT): Energy Healing

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

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

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

PSY 763 Psychology of Shamanism

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

PSY 764 Transpersonal Psychology

Transpersonal psychology, an alternative field of psychology, is influenced by Maslow's view that mental health and the values of peak experiences could not account for the altered states of consciousness. The course includes ultimate values, highest potentials, and states of consciousness. Contributions of Eastern philosophy and practices to the development of the field will be examined as well as altered states of consciousness as opposed to developmental structures of consciousness. (4 units)

PSY 784 Ecopsychology

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

PSY 790 Topics of Special Interest

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

PSY 799 Independent Study

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

Department of Integral Health

Mission and Purpose

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

BACHELOR OF ARTS IN INTEGRAL STUDIES

Learning Objectives

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

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

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

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

Degree Requirements

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

Course Transfer Guideline

Courses completed with a grade of D or higher will be considered for transfer credit. Only courses completed with a grade of C or higher will apply to the major. A minimum of 45 units is required to enter the program and a maximum of 135 units will be accepted for transfer

Program

Lower Division Courses

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

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



Graduate Linked Credits - this allows students who have progressed well in their studies, and intend to proceed to earn an MA degree at CIHS. It gives students an opportunity to link bachelors and master's degree courses where graduate and undergraduate studies are compatible, and the student's course work is of an adequate standard.

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)

ELECTIVES

General

BIS 205	Critical Thinking	(5 units)
BIS 206	Integral Perspectives on Health	(5 units)
BIS 207	Independent Studies	(5-15 units)
BIS 208	Topics of Special Interest	(5-10 units)

Psychology

*BIS 303	Introduction to Communication and Counseling	(5 units)
*BIS 305	Family	(5 units)
*BIS 307	The Study of Personality	(5 units)
*BIS 308	Human Sexuality	(5 units)
*BIS 309	Human Development and Archetypes	(5 units)
*BIS 317	Professional Ethics	(5 units)
*BIS 318	Introduction to Substance Abuse	(5 units)
*BIS 322	Psychology of Mind Body Energy	(5 units)
*BIS 325	Social and Cultural Influences	(5 units)
*BIS 333	Introduction to Energy Psychology	(5 units)
*BIS 364	Transpersonal Psychology	(5 units)

Religion and Philosophy

*BIS 401	Overview of Major World Religions	(5 units)
*BIS 404	Spiritual Education	(5 units)
*BIS 422	Meditation	(5 units)
*BIS 423	Buddhist Concepts	(5 units)
*BIS 427	Hinduism	(5 units)
*BIS 463	Shamanism	(5 units)
*BIS 464	Christian Mysticism	(5 units)
*BIS 477	Hatha Yoga: Philosophy, Practice And Liberation	(5 units)

Biophysics

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

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

**BIS 200 Required as a first CIHS' core BIS course. If student continues on to graduate program, a second level writing class will be required.

Course Descriptions

CORE CURRICULUM – B.A. IN INTEGRAL STUDIES

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 as shamanism. Theories of levels of consciousness, notably psychodynamic models that describe subconscious, preconscious and unconscious processes, as well as the Jungian premise of a collective unconscious will be discussed (5 units)

BIS 203 Senior Project.

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

ELECTIVES INTEGRAL STUDIES

BIS 205 Critical Thinking

The course will explore the analytical faculties that differentiate critiquing and criticism or opinion and reason and the processes that promote an open-minded exploration of information including recognition of the tendencies that can contribute to bias in exploring and analyzing information. (5 units)

BIS 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.

PSYCHOLOGY

BIS 303 Introduction to Communication and Counseling

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

BIS 305 The Family System

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

BIS 307 The Study of Personality.

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

BIS 308 Human Sexuality

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

BIS 309 Human Development and Archetypes

See course description for PSY 609

BIS 317 Professional Ethics

Ethical and legal issues in behavioral research with human subjects, counseling and psychotherapy, and psychological testing will be discussed. Issues pertaining to both the ethical and legal liabilities and responsibilities issues in research with human subjects and provision of clinical services are covered. Legal aspects of professional competence, licensing, confidentiality, informed consent, recruitment of subjects for research and advertising of services will be reviewed. (5 units)

BIS 318 Introduction to Substance Abuse

See course description for PSY 618. (4 units)

BIS 322 Introduction to Psychology of Mind Body and Energy

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

BIS 325 Social and Cultural Influences

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

BIS 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)

RELIGION AND PHILOSOPHY

BIS 401 Overview of Major World Religions

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

BIS 404 Spiritual Education

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

BIS 463 Psychology of Shamanism

We are all indigenous members of our earth community as our ancestors sprung from ancient cultures. There is much to be learned from native, traditional and indigenous peoples of ancient and contemporary times. Shamans have been known to self-regulate their awareness, and have provided a legacy worth of study in psychospiritual methods, and as a context for healing. Students will examine their own ancestral lineage and contrast it with an indigenous culture of their choice. Lecture and experiential, rituals and methods used in shamanic healing are presented. (5 units)

BIS 422 Meditation

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

BIS 463 Shamanism

See course description for CRP 620

BIS 464 Christian Mysticism

See course description for CRP 624

BIS 477 Hatha Yoga: Philosophy, Practice and Liberation

See course description for CRP 677

BIOPHYSICS

BIS 421 Basic Notions of Biophysics

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

BIS 425 Anatomy & Physiology

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

BIS 426 Electrophysiology & Biofeedback

See course description for LP620 (5 units)

BIS 428 Quantum Theory

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

***BIS 429 Quantum Concepts in Biology & Consciousness**

See course description for LP628 (5 units)

INTEGRAL HEALTH PROGRAMS

Mission and Purpose

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

Prerequisites

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

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

MASTER OF ARTS DEGREE PROGRAM

Learning Objectives

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

Degree Requirements

Fifty-six (56) 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 student is continuing into a PhD program, Thesis units may be substituted with another elective course.

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 503*	Counseling & Communication Skills	(4 units)
IH 504	Spiritual Education	(4 units)
IH 505**	Introduction to Qualitative and Quantitative Research	(4 units)
IH 507***	Integral Perspectives on Health	(4 units)
IH 508****	Introduction to AMI Research	(4 units)
IH 690*****	Thesis	(4 units)

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

** Or IH 506 Statistics.

*** Or LP 527 Paradigms of Health and Disease.

****Or other lab class with approval of program director.

*****Students continuing into a PhD program may choose to substitute an elective course.

ELECTIVES

IH652	Subtle Energy System I	(4 units)
IH653	Subtle Energy System II	(4 units)
IH 680	Topics of Special Interest	(4-8 units)
IH 699	Independent Study	(2-12 units)

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

Course Descriptions

CORE CURRICULUM - M.A. IN INTEGRAL HEALTH

IH 500 Academic Writing Within the Human Sciences
This first course upon embarking on a CIHS education is designed to provide an introduction to critical interpretation of scholarly research and academic writing, though the lens of human science history and systems. We will review the perspectives of human science including such pioneers as William James, Roberto Assagioli, Carl Jung, William Braud, Charles Tart, Candace Pert, Stanley Krippner, Ken Wilber, Roy Bhaskar and Dr. Motoyama. Through this course students will develop fluency in APA writing style, writing composition, and engagement with scholarly references. (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 CRP504 Spiritual Education. (4 units)

IH 505 Introduction to Qualitative and Quantitative Research

See course description PSY 505. (4 units)

IH 506 Statistics

See course description PSY 506. (4 units)

IH 507 Integral Perspectives on Health

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

IH 508 Introduction to AMI Research

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

ELECTIVES IN INTEGRAL HEALTH**IH 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 courses 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)

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

Learning Objectives

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

Degree Requirements

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 Masters 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 Masters and Doctoral level. Elective course units, beyond the core courses, may be completed by drawing upon the Integral Health, Psychology, Life Physics, and Comparative Religion and Philosophy curricula.

Advancement to Candidacy is a formal step in the Ph.D. program. Eligibility for the Advancement to Candidacy examination consists of successful completion of all coursework (72 units) except IH 896, IH 897, and 2 research based papers. Please see Advancement to Candidacy,(p. 5)..

DOCTOR OF PHILOSOPHY IN INTEGRAL HEALTH

CORE CURRICULUM--Ph.D. IN INTEGRAL HEALTH

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	(4 units)
IH 705***	Advanced Qualitative Research Methods	(4 units)
IH 706***	Advanced Quantitative Research Methods	(4 units)
IH 708****	Introduction to AMI Research	(4 units)
IH 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)
IH 897	Dissertation Methodology Review	(5 units)
IH 898A	Dissertation I	(6 units)
IH 898B	Dissertation II	(6 units)

* If Counseling and Communication Skills was taken at the MA level, then Integral Spiritual Coaching needs to be taken at the PhD level or vice versa.

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

***Either IH705, IH706 or both, in consultation with program director. IH505 Introduction to Qualitative and Quantitative Research (or the equivalent) is prerequisite to both Advanced Research Methods, students who have not completed IH505 will be required to take it.

****Or other lab class with approval of program director.

*****Or Integral Perspectives on Health.

*****Or IH753 Subtle Energy Systems II: Consciousness, Cosmology, and the Subtle World.

ELECTIVES

INTEGRAL HEALTH

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

COMPARATIVE RELIGION AND PHILOSOPHY

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

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

PSYCHOLOGY

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

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

Course Description CORE CURRICULUM

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

IH 700 Academic Writing Within 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 LP527 (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 652 (4 units)

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

IH 897 Dissertation Methodology Review
See course description for PSY 897. (5 units)

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

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

INTEGRAL HEALTH PROGRAM SPECIALIZATION IN LIFE PHYSICS

Mission and Purpose

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

The specialization in Life Physics is designed to provide students with tools and knowledge to become proficient researchers in the new field of Subtle Energy Science.

Students pursuing a degree in the Integral Health department may work with their program director to supplement the Integral Health core curriculum with elective courses taken from the specialization in Life Physics, to qualify for a Integral Health degree listing as Specialization in Life Physics, and to achieve the student's goals at the Institute.

Admission Prerequisites

In addition to general admission to the Institute, the following are prerequisites for admission to the specialization in Life Physics.

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

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

MASTER OF ARTS IN INTEGRAL HEALTH SPECIALIZATION IN LIFE PHYSICS

Learning Objectives

The MA Integral Health Life Physics specialization degree requirements, quarter units and required core courses are the same as the MA Integral Health program. To qualify for the specialization in Life Physics, students take specific elective courses 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.

Specialization Requirements:

In addition to the MA Integral Health core courses, the Life Physics specialization contains the following core electives. Remaining elective quarter units are selected from the Life Physics electives.

LIFE PHYSICS SPECIALIZATION CORE ELECTIVES

LP 523	Traditional Chinese Medicine and Subtle Energy Systems	(4 units)
LP 525	Integrative Anatomy & Physiology	(4 units)
LP 605*	Survey of Complementary Methods/Medicine	(4 units)
LP 623**	AMI Applications for Research	(4 units)
LP 628***	Quantum Concepts for Biology and Consciousness	(4 units)

* Or Consciousness Based Medicine.

**Or another laboratory course, with program director's approval.

***Or Basic Notions of Biophysics.

ELECTIVES

LP 600	AMI Data Interpretation and Assessment	(4 units)
LP 605	Survey of Complementary Methods/Medicine	(4 units)
LP 612	Subtle Energy Devices and Research	(4 units)
LP 620	Electrophysiology & Biofeedback	(4 units)
LP 623	AMI Applications for Research	(4 units)
LP 628	Quantum Concepts for Biology and Consciousness	(4 units)
LP 640	Biological Basis of Neuropsychology	(4 units)
LP 651	Psychoacoustics	(4 units)
LP 670	Introduction to Homeopathy	(4 units)
LP 677	Biophoton Detection and its Application	(4 units)
LP 678	EEG and Brain Psychophysiology	(4 units)
LP 679	Human Bio-field: Scientific & Philosophical Concepts	(4 units)
LP 680	Topic of Special Interest	(4-8 units)
LP 690	Thesis	(4 units)
LP 699	Independent Study	(4-12 units)

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

Course Descriptions

LIFE PHYSICS SPECIALIZATION

LP 508 Introduction to AMI Research

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

LP 521 Basic Notions of Biophysics
The concepts of classical and modern physics are reviewed in conjunction with biology and physiology. Principles of physics are considered as they may apply to the functioning of biological systems. (4 units)

LP 523 Traditional Chinese Medicine and Subtle Energy Systems
This course provides an outline of the meridian system: the 12 primary and 8 extra meridians; location of the important acupuncture points; directional flow of Ki; interaction between Yin and Yang meridians; and the relationship of the five elements with the meridians. Instruction also explores diagnostic methods according to pulse and pressure, skin color, texture, nail and hair condition, and ancestral and parental influences. (4 units)

LP 525 Integrative Anatomy & Physiology
This course engages in a comprehensive study of the anatomy of the human body and of the human physiological systems primarily based upon western medicine. TCM meridian theory is also incorporated to develop integrative understanding of the human body system. Emphasis is given to the healthy physiological functioning of each internal organ from the viewpoints of biochemistry and electrophysiology, as well as oriental medicine. (4 units)

LP 527 Paradigms of Health and Disease
In this course, paradigms of health and disease are comparatively explored, from the origins of medical traditions and lineages to complementary and alternative approaches to healing. Approaches considered include ancient Greek and Egyptian traditions, ethnomedicine, the foundations of Eastern medical approaches based on Ayurvedic, Taoist, Tibetan, and Chinese medicine, and holistic approaches to healing including subtle, vibrational, and energy medicine. (4 units)

LP 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 high-lighting "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: LP 508

LP 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)

LP 612 Subtle Energy Devices and Research
This course will elucidate the physical mechanisms of the operation of a number of different devices, and it will reveal the physical energy/subtle energy interplay in the overall device operation. Their application for subtle energy research will also be discussed. (4 units)

LP 620 Electrophysiology & Biofeedback
Basic principles of psychophysiology and biofeedback are reviewed. Included in this review are the physiological monitoring, measurement, and feedback of electromyography (EMG), photoplethysmography (PPG), galvanic skin response (GSR), heart and respiration rates as well as peripheral body temperature training for lowered arousal. The Apparatus for Meridian Identification (AMI) and other electrophysiological equipment are briefly covered. The use of this equipment for diagnostics and biofeedback procedures will be discussed along with hands-on technical training. A laboratory fee of \$120 is required. (4 units)

LP 623 AMI Applications for Research
This course is designed to prepare the student for advanced AMI measurement techniques, experimental design, data analysis, interpretation and discussion. The Continuous AMI measurement will be introduced and demonstrated. Students will be trained to perform pilot research by using the Snapshot and/or Continuous AMI and to write reports in the scientific format. Reading of some selected electro-dermal research papers will also be incorporated to give a broader perspective on electro-dermal research of acupuncture points and meridians.

A laboratory fee of \$120 is required. (4 units)
Prerequisites: IH/LP 508/708, and LP600/700.

LP 628 Quantum Concepts for Biology 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)

LP 640 Biological Basis of Neuropsychology
The course covers the structure and function of cells and interconnections that comprise the nervous system and the behaviors that arise from them. The course will explain how information enters the nervous system through our senses, is processed in the central nervous system, and is output through the motor system and autonomic system. The course includes emotional and cognitive behavior and the biological bases of mental health/illness. The biological basis of energy psychology will also be addressed. (4 units)

LP 651 Psychoacoustics

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

LP 670 Introduction to Homeopathy

This course is designed to be a general introduction to the field of homeopathy. Basic principles of homeopathy are explained as well as demonstrated. These basic principles include the theory of high dilutions and successions in Hahnemann preparations. (4 units)

LP 677 Biophoton Detection and its Research Application

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

LP 678 EEG and Brain Psychophysiology

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

LP 679 Human Bio-field: Scientific & Philosophical Concept

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

LP 680 Topics of Special Interest

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

LP 690 Thesis

See course description IH 690

LP 699 Independent Study

See course description IH 699



DOCTOR OF PHILOSOPHY

INTEGRAL HEALTH

SPECIALIZATION IN LIFE PHYSICS

Learning Objectives

The Integral Health Specialization in Life Physics Ph.D. program provides the student with advanced instruction in related research fields, such as bio-electromagnetic and electrodermal studies, Apparatus for Meridian Identification (AMI), meridian research, bio-energetic phenomena, and biofeedback as well as advanced research methodology in quantitative research.

The PhD IH-LP specialization degree requirements, quarter units and required base core courses are the same as the PhD Integral Health program. To qualify for the specialization in Life Physics, students take specific elective courses 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.

Specialization Requirements

In addition to the Integral Health PhD base core courses, the Life Physics specialization contains the following core electives. Remaining elective quarter units are selected from the Life Physics electives.

LIFE PHYSICS SPECIALIZATION CORE ELECTIVES

LP 706	Advanced Quantitative Research Methods	(4 units)
LP 711*	Survey of Complementary Methods/Medicine	(4 units)
LP 712	Subtle Energy Devices and Research	(4 units)
LP 714	Traditional Chinese Medicine and Subtle Energy Systems	(4 units)
LP 723**	AMI Applications for Research	(4 units)
LP 725	Integrative Anatomy & Physiology	(4 units)
LP 728***	Quantum Concepts for Biology and Consciousness	(4 units)

* Or LP713 Energy Medicine Topics, or Consciousness Based Medicine.

**Or another laboratory course, with program director's approval.

*** Or LP721 Basic Notions of Biophysics

ELECTIVES IN LIFE PHYSICS

LP 700	AMI Data Interpretation and Diagnosis	(4 units)
LP 722	Advanced Biofeedback and Neurofeedback	(4 units)
LP 723	AMI Applications for Research	(4 units)
LP 728	Quantum Concepts for Biology	(4 units)

LP 740	Biophysiological Basis for Neuropsychology	(4 units)
LP 751	Psychoacoustics	(4 units)
LP 770	Introduction to Homeopathy	(4 units)
LP 777	Biophoton Detection and its Research Application	(4 units)
LP 778	EEG and Brain Psychophysiology	(4 units)
LP 779	Human Biofield: Scientific & Philosophical Concepts	(4 units)
LP 790	Topics of Special Interest	(4-8 units)
LP 799	Independent Study	(4-12 units)

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

Course Descriptions

LIFE PHYSICS SPECIALIZATION

LP 700 AMI Data Interpretation and Diagnosis
See description for LP 600 (4 units)

LP701 Foundations in Integral Studies
See description for LP 501 (4 units)

LP704 Spiritual Education
See description for LP 504 (4 units)

LP 705 Advanced Qualitative Research Methods

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

LP 706 Advanced Quantitative Research Methods

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

LP 708 Introduction to AMI Research
See description for LP 508. (4 units)

LP 710 Paradigms of Health and Disease

See description for LP 527 (4 units)

LP 711 Survey of Complementary Methods/Medicine

See description for LP 605. (4 units)

LP 712 Subtle Energy Devices and Research

See description for LP 612. (4 units)

LP 713 Energy Medicine Topics

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

LP 714 Traditional Chinese Medicine and Subtle Energy Systems

See course description for LP 523. (4 units)

LP 721 Basic Notions of Biophysics

See description for LP 521 (4 units)

LP 725 Integrative Anatomy and Physiology

See course description for LP 525. (4 units)

LP 722 Advanced Biofeedback and Neurofeedback

Introduction to electroencephalography (EEG), quantitative electroencephalography (QEEG) also known as “brain mapping,” neurofeedback (EEG) peak performance training, and experimental biofeedback procedures, including biofeedback assisted hypnosis, are explored. The use of the international 10-20 system of electrode placement and neurofeedback 1 and 2 channel protocols for alpha brain-wave enhancement including phase, coherence, and synchrony will be examined with hands on technical training using state of the art computerized neurofeedback technology. Included will be techniques for identification of artifact and variant QEEG. A laboratory fee of \$120 is required. (4 units)

Prerequisite: LP 620

LP 723 AMI Applications for Research

See description for LP 623 (4 units)

LP 725 Integrative Anatomy & Physiology

See description for LP 525 (4 units)

LP 728 Quantum Concepts for Biology

See description for LP 628 (4 units)

LP 740 Biophysiological Basis for Neuropsychology

See description for LP 640. (4 units)

LP 751 Psychoacoustics

See description for LP 651. (4 units)

LP 770 Introduction to Homeopathy

See description for LP 670. (4 units)

LP 777 Biophoton Detection and its Research Application

See description for LP 677. (4 units)

LP 778 EEG and Brain Psychophysiology

See description for LP 678. (4 units)

LP 779 Human Bio-field: Scientific & Philosophical Concept

See description for LP 679. (4 units)

LP 790 Topics of Special Interest

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

LP 799 Independent Study

See course description for IH 699

DEPARTMENT OF COMPARATIVE RELIGION AND PHILOSOPHY DEGREE PROGRAMS

Mission and Purpose

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

Prerequisites

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

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



MASTER OF ARTS DEGREE PROGRAM

Learning Objectives

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

Degree Requirements

Fifty-six (56) graduate quarter units are required to complete the M.A. degree program in Comparative Religion and Philosophy. The curriculum consists of 8 required core courses. Students with strong backgrounds in one or more equivalent courses may select alternative courses from other programs, at the discretion of the program director.

MASTER OF ARTS IN COMPARATIVE RELIGION AND PHILOSOPHY

CORE CURRICULUM

CRP 500	Academic Writing Within the Human Sciences	(4 units)
CRP 501	Foundations in Integral Studies	(4 units)
CRP 502	Consciousness Studies	(4 units)
CRP 503*	Counseling & Communication Skills	(4 units)
CRP 504**	Spiritual Education	(4 units)
CRP 613	Introduction to Quantitative and Qualitative Research	(4 units)
CRP 615	Study of Eastern and Western Religions: Philosophy and Ethics	(4 units)
CRP 618	Study of Eastern and Western Religions: Metaphysics and Healing	(4 units)

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

** Additional units may be taken as electives.

ELECTIVES

CRP 620	Shamanism and Indigenous Religions	(4 units)
CRP 623	Buddhism	(4 units)
CRP 624	Christian Mysticism	(4 units)
CRP 625	Islam	(4 units)
CRP 626	Judaism	(4 units)
CRP 627	Hinduism	(4 units)
CRP 628	Taoism	(4 units)

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

CRP- Yoga Study Specialization

The CRP M.A. curriculum with Specialization in Yoga Studies is designed to provide scholarly training in the study of philosophy and religion with a focus on yoga philosophy, the anatomy of relevant physiological systems and subtle channels and expert guidance and instruction in yoga practices.

- Students will understand the philosophical roots of Hatha yoga.
- Students will understand the anatomy of the physiological systems and subtle channels.
- Students will understand the integral health principles and practices associated with yoga.
- Students will be able to list the most significant ancient yogic scriptures. Students will practice the eight limbs of yoga, integrating the yamas and niyamas into a lived understanding of human existence as a multi-dimensional phenomenon including body, mind, and spirit aspects.

CRP- Yoga Studies Specialization: Teacher Training Practicum

The Yoga Studies Specialization offers an optional Teacher Training practicum to provide students with a skill set designed for practical application of human existence as a multi-dimensional phenomenon including body, mind, and spirit aspects; mastery of yoga asana as a mindfulness practice.

Within this sub-specialization of the CRP program, in addition to scholarly understanding, students gain rich experiential insight into the discipline of yoga. Students may cross-register for up to 12 units of yoga teacher training classes through The Soul of Yoga, a premier yoga studio located in Encinitas. These 12 units are evaluated by CIHS as Independent Study practicums, supervised by the CRP Director. Students who opt to complete the full curriculum of the Soul of Yoga's 500-hour Advanced Teacher Training program will receive Yoga Alliance teacher certification.

Learning Objectives for the Yoga Studies Specialization/ Teacher Training Practicum:

Demonstrate learning and application to experiential yoga teaching, in alignment with Yoga Alliance standards such as through the following:

- Students will understand the philosophical roots of Hatha yoga.
- Students will understand the anatomy of the physiological systems and subtle channels.
- Students will be able to list the most significant ancient yogic scriptures. Students will master the eight fold path of yoga, integrating the yamas and niyamas into a lived

understanding of human existence as a multi-dimensional phenomenon including body, mind, and spirit aspects.

- Students will learn the sequences of postures and skills necessary to lead basic yoga asanas in a safe manner, and demonstrate these yoga asanas in a series of practicum tests.

ELECTIVES in YOGA PROGRAM TRACK

CRP 523	Traditional Chinese Medicine and Subtle Energy Systems	(4 units)
CRP 670	Human Musculoskeletal System in Yoga	(4 units)
CRP 671	Yoga and Nutrition	(4 units)
CRP 672	Introduction to Ayurveda	(4 units)
CRP 673	Introduction to Yoga Philosophy	(4 units)
CRP 674	Theories of the Chakras	(4 units)
CRP 675	Toward a Superconsciousness: Foundations of Spiritual Evolution	(4 units)
CRP 676	Meridian Exercise	(2-4 units)
CRP 677	Hatha Yoga	(2-4 units)
CRP 678	Yin Yoga	(2-4 units)
CRP 679	Meditation Practices.	(2-4 units)
CRP 700	Independent Study/Yoga Practicum	(2-12 units)

Course Descriptions

CORE CURRICULUM

CRP 500 Academic Writing Within the Human Sciences
See course description for PSY 500. (4 units)

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

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

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

CRP 504 Spiritual Education

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

1. Meridian Exercises (How to activate Chi energy and obtain a healthy body and mind.) (2 units)
2. Breathing Exercise (*pranayama*) (2 units)
3. Karma and Reincarnation (4 units)
4. Awakening Chakras and attaining spiritual evolution (2 units)
5. Difference Between Hallucination and True Spiritual Experience (2 units)
6. Toward a Superconsciousness (2 units)
7. Paradigms of our Relationship with Nature (2 units)

- | | |
|-------------------------------|-----------|
| 8. AIT Energy Healing | (2 units) |
| 9. Pranic Healing | (4 units) |
| 10. Psychology of the Chakras | (4 units) |
| 11. Qi-Gong and Tai-Chi | (2 units) |

Descriptions of the Spiritual Education Modules

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

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

(1) Meridian Exercises

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

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

(2) Breathing Exercise (*pranayama*)

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

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

(3) Karma and Reincarnation

Eastern religions such as Hinduism, Buddhism, and Taoism teach the theory of reincarnation based on karma on the premise that reincarnation aims to encourage spiritual growth. Karma refers to a cause-effect relationship: every action is a cause that produces an effect, and hence attachment to the physical

dimension. There are references in the esoteric Christian traditions such as the Gnosticism and in the Gospel of Matthew.

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

(4) Awakening the Chakras and Attaining Spiritual Evolution

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

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

(5) Differences between hypnotic hallucination and true spiritual experience

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

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

(6) Toward a Superconsciousness

There are many steps in spiritual evolution. The course will provide the moral training of *Yama* and *Niyama* as a preparatory step. The next step is balancing Ki energy and *pranayama* practice to experience the life-force energy (*prana*) pervading the Universe. Through meditation, practitioners can attain energy balance, and through the state of no thought and imagery (*shunya*), practitioners may be able to trust God in all aspects

of life and death. At this point, one is lifted to a higher dimension. Astral projection or *karana* projection may occur, and one can awaken to the spiritual dimension and experience *Samadhi* or unification with the astral or *karana* spirit(s).

In the course, practitioners learn to achieve ESP or PK enabling them to control material phenomena with psychic power. Teaching will be given on the subtle ego possession of these states, how to avoid egocentrism, and attain unification with the *karana* state to become egoless. This is a function of superconsciousness where it is possible to love others with compassion and help society. This creative power can be used to improve both the spiritual and material world. In the *karana* state, superconsciousness awakens as true self.

(7) Paradigms of our Relationship with Nature

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

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

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

(8) Advanced Integrative Therapy (AIT)

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

(9) Pranic Healing

See Course Description PSY 753

(10) Psychology of the Chakras

This course examines the chakra system from the perspective of their affect on the four archetypes of the whole human being: mental, physical, spiritual, and emotional. Chakras are transformers of energy, but they are also transformers of consciousness into the physical dimension. The chakras are also examined as to their particular dominance in a person’s

life: how one chakra may more prevalent than others do in affecting the way in which one perceives reality.

CRP 613 Introduction to Qualitative and Quantitative Research

See course description for PSY 505. (4 units)

*Advanced Qualitative Methods may be taken in its place.

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

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

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

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

ELECTIVES

CRP 620 Shamanism and Indigenous Religions

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

CRP 623 Buddhism

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

CRP 624 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)

CRP 625 Islam

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

CRP 626 Judaism

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

CRP 627 Hinduism

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

CRP 628 Taoism

It is said, “The Tao that can be spoken is not the Tao.” The unnamable feature of the Tao suggests its absolute nature. In this course, the aspiration is to grasp the essence and know it

for oneself. The history and sociology of the times of the immeasurable masters and their extraordinary contributions, the inner alchemy, and Taoism’s accessibility as a contemporary religion will be addressed. (4 units)

CRP 680 Topics of Special Interest

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

CRP 690 Thesis

A proposed topic (theoretical and/or research based) that has been approved by a faculty member and the program director, can be undertaken, presented, and accepted by the supervising faculty member. (4 units)

CRP 699 Independent Study

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



ELECTIVES in YOGA PROGRAM TRACK

This program is designed to teach the practical aspects of CIHS’ principle that humans consist of body, mind, and spirit. In order for us to realize “true nature” or the “inherent spirituality” of human beings, it is important to maintain a healthy balance among physical, mental, and emotional energy. Yoga is a scientifically based practice that provides certain techniques by

which we can awaken to our inherent spirituality. The courses in this program are offered to serve as a practice for achieving and/or maintaining the balance. Additionally, the course of study provides practical as well as theoretical tools for spiritual evolution and its application to other aspects of your daily life.

CRP 523 Traditional Chinese Medicine and Subtle Energy System

See course description LP 523

CRP 670 Human Musculoskeletal System in Yoga

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

CRP 671 Yoga and Nutrition

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

CRP 672 Introductions to Ayurveda

Ayurveda is an ancient system of holistic medicine based on understanding the balances in nature and how they apply to our daily lives. Ayurveda focuses on diet and lifestyle as the key to health, with an eye toward simple routines. As a sister science to yoga, Ayurveda draws on the principle that we are connected to our souls through our minds and bodies and that good health is a balance between all three. In the end of the class, the students will learn about their own unique constitutions and create a personalized Ayurvedic health plan. This course will cover self-care practices, diet, exercise, contemplation, and even cooking. This program is a perfect fit for those who need to re-invigorate their self-care habits and want to learn more about the Ayurvedic approach to living well.

CRP 673 Introduction to Yoga Philosophy

Yoga philosophy views the human body as a holistic entity and thus integrates every aspect of the human personality- the body,

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

CRP 674 Theories of the Chakras

This course 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.##

CRP 675 Toward a Superconsciousness: Foundations of Spiritual Evolution

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

CRP 676 Meridian Exercise

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

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

CRP 677 Hatha Yoga

Hatha yoga provides techniques that prepare the body for the spiritual path via physical and breathing exercises. Through the practice of yoga, you will gain greater flexibility in your body and mind. Like any form of exercise, hatha yoga helps develop physical strength. Hatha yoga adds another dimension to this with a matching development in emotional strength that will help you handle the challenges of life with a balanced disposition. In this course, students will learn and practice yoga

asana properly through challenge and refinement of your flexibility, strength, and balance as well as controlled breathing in a relaxed and modulated way in order to provide focus in the different postures. Students will be exposed to several yoga styles such as anusara, ashtanga, iyenger, and vinyasa flow, among others. After this class, the student will gain greater flexibility of body and mind and will have a wider knowledge of hatha yoga practice as the gateway to spiritual evolution.

CRP 678 Yin Yoga

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

CRP 679 Meditation

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

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

Objective

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

Degree Requirements

The Doctor of Philosophy in Comparative Religion and Philosophy requires ninety-four (94) graduate quarter units, 72 units of course work including seven core courses (36 units), and 22 units of Dissertation sequence. Core course units completed at the Masters 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 Masters and Doctoral level. Elective course units, beyond the core courses, may be completed by drawing upon the Comparative Religion and Philosophy 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 CRP 896, CRP 897, and two research based papers prior (or concurrent to) enrollment in the first of the Dissertation sequence. Please see Advancement to Candidacy (p. 5)..

DOCTOR OF PHILOSOPHY IN COMPARATIVE RELIGION AND PHILOSOPHY COURSES

CORE CURRICULUM

CRP 700*	Academic Writing Within the Human Sciences	(4 units)
CRP 701	Foundations in Integral Studies	(4 units)
CRP 702	Consciousness Studies	(4 units)
CRP 703**	Counseling & Communication Skills	(4 units)
CRP 704***	Spiritual Education	(4 units)
CRP 713	Advanced Qualitative Research Methods	(4 units)
CRP 715	Study of Eastern and Western Religions: Philosophy and Ethics	(4 units)
CRP 718	Study of Eastern and Western Religions: Metaphysics and Healing	(4 units)
CRP 730	Religion, Spirituality, and the Global Society: Foundations and Methods	(4 units)
CRP 896	Dissertation Topic Research	(5 units)
CRP 897	Dissertation Methodology Review	(5 units)
CRP 898A	Dissertation I	(6 units)

CRP 898B Dissertation II (6 units)

*If taken at the MA level, this course does not need to be repeated.

**If Counseling and Communication Skills was taken at the MA level, then Integral Spiritual Coaching needs to be taken at the PhD level or vice versa.

***Additional units can be taken as electives

ELECTIVES

CRP 720	Shamanism and Indigenous Religions	(4 units)
CRP 723	Buddhism	(4 units)
CRP 724	Christian Mysticism	(4 units)
CRP 725	Islam	(4 units)
CRP 726	Judaism	(4 units)
CRP 727	Hinduism	(4 units)
CRP 728	Taoism	(4 units)
CRP 729	Mysticism	(4 units)
CRP 731	Karma & Reincarnation and Survival of Consciousness	(4 units)
CRP 745	Integral Spiritual Coaching	(4 units)
CRP 764	Spiritual & Transpersonal Psychology	(4 units)
CRP 790	Topics of Special Interest	(4-8 units)
CRP 799	Independent Study	(2-12 units)

ELECTIVES in YOGA PROGRAM TRACK

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

Course Descriptions

CORE CURRICULUM

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

CRP 700 Academic Writing Within the Human Sciences
See course description for CRP 500. (4 units)

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

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

CRP 703 Counseling & Communication Skills

See course description for CRP 503. (4 units)

CRP 704 * Spiritual Education

See course description for CRP 504. (4 units)

CRP 713 Advanced Qualitative Research Methods

See course description for PSY 705. (4 units)

**CRP 715 Study of Eastern and Western Religions:
Philosophy and Ethics**

See course description for CRP 615. (4 units)

**CRP 718 Study of Eastern and Western Religions:
Metaphysics and Healing**

See course description for CRP 618. (4 units)

CRP 720 Study of Shamanism and Indigenous Religions

See course description for CRP 620. (4 units)

CRP 896 Dissertation Topic Research

See course description for PSY 896. (5 units)

CRP 897 Dissertation Methodology Review

See course description for PSY 897. (5 units)

CRP 898A Dissertation I

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

CRP 898B Dissertation II

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

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

ELECTIVES

CRP 723 Buddhism

See course description for CRP 623. (4 units)

CRP 724 Christian Mysticism

See course description for CRP 624. (4 units)

CRP 725 Islam

See course description for CRP 625. (4 units)

CRP 726 Judaism

See course description for CRP 626. (4 units)

CRP 727 Hinduism

See course description for CRP 627. (4 units)

CRP 728 Taoism

See course description for CRP 628. (4 units)

CRP 729 Mysticism

Every religion has both exoteric (structure) and esoteric (sublime) aspects. In religions' exoteric aspect, churches were

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

CRP 730 Religion, Spirituality and the Global Society: 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)

CRP 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)

CRP 743 Meditation

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

CRP 745 Integral Spiritual Coaching

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

CRP 764 Spiritual & Transpersonal Psychology

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

CRP 790 Topics of Special Interest

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

CRP 799 Independent Study

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



ELECTIVES in YOGA PROGRAM TRACK

See program description for MA program

CRP 714 Traditional Chinese Medicine and Subtle Energy System

See course description for LP523 (4 units)

CRP 770 Human Musculoskeletal System in Yoga

See course description for CRP 670 (4 units)

CRP 771 Yoga and Nutrition

See course description for CRP 671 (4 units)

CRP 772 Introduction to Ayurveda

See course description for CRP 672 (4 units)

CRP 773 Introduction to Yoga Philosophy

See course description for CRP 673 (4 units)

CRP 774 Theories of the Chakras

See course description for CRP 674 (4 units)

CRP 775 Toward a Superconsciousness: Foundations of Spiritual Evolution

See course description for CRP 675 (4 units)

CRP 776 Meridian Exercise

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

CRP 777 Hatha Yoga

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

CRP 778 Yin Yoga

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

CRP 779 Meditation

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



Subtle Energy Research Center

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

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

1. Experimental Research

1.1 Experimental Facilities

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

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

- **Conventional Electrophysiological Services:**

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

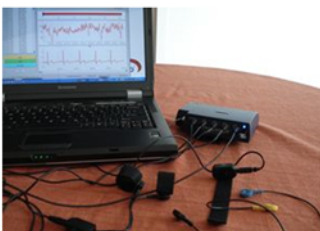
- **Unconventional Bio-Energetic Instruments:**

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

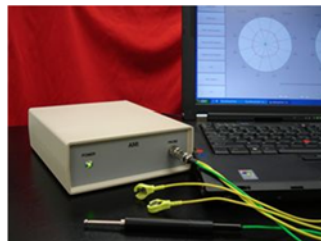
- **Standard Laboratory Instruments:**

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

Electrophysiological Devices



Snapshot AMI



Continuous AMI



Ultra-high Impedance DC Amp



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



1.2 Scope of Research

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



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

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

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

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

1.3 Contract Research

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

2. Academic Program Support

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

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



3. Research Network

3.1 Collaborative Research

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

3.2 Seminars/Workshops

The Center organizes an annual seminar/workshop 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 manufactures and users to bring in their products to exhibit and demonstrate. The seminar/workshop primarily consists of lectures by distinguished speakers in the field of subtle energy science and device presentations. It is aimed at promoting an exchange of information and offers networking opportunities among people who are genuinely interested in the emerging new science of subtle energy.

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



Faculty & Staff

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

In 1992, Dr. Motoyama established the California Institute for Human Science in the hope of 1) elucidating the mechanism of the correlation between mind and body; 2) understanding the human mind (unconscious, conscious, superconscious); 3) synthesizing Eastern and Western religions and spiritual thought; and 4) synthesizing Eastern and Western medicine (energy medicine and health sciences/healing arts). He invites reputable researchers and scholars as professors of the school in order to educate promising researchers. Dr. Motoyama established CIHS in the belief that this project is important for the realization of a global society – one that will require individuals to both intellectually and spiritually develop.

CEO/Dean of Academic Affairs & Director of Psychology Programs

Hope Phillips Umansky, Ph.D.

Dr. Hope Phillips Umansky joined CIHS' Administrative team in 2010. She obtained her Ph.D. in Clinical Psychology and a MA in Counseling Psychology from the California Institute for Human Science. Some of the clinical work she completed was an extensive phenomenological research study on child development and resilience for which she has developed and conducted workshops. She developed a research model of the specific skill set parents can provide children to help them overcome childhood trauma and become resilient adults. Dr. Umansky also obtained extensive clinical experience working in the city's largest trauma center on the psychiatric emergency team and counseling patients throughout the hospital. Dr. Umansky has also worked at nonprofit counseling centers treating court-ordered domestic violence offenders and providing individual and group therapy to the survivors of domestic violence. Additionally, Dr. Umansky holds a Master's in literature and 20th Century American cultural studies, and she is passionate about progressive education. She teaches writing, academic research, and general psychology/sociology classes as adjunct faculty at the University of Phoenix San Diego Campus. She is excited to bring her multi-disciplined approach to the field to CIHS. She believes that a world filled with students who are educated within this new paradigm will be a better world. To that end, she is thrilled to dedicate her passion to CIHS' academic program and overall mission.

Dean of Administration

Hideki Baba, Ph.D.

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

Executive Dean/Integral Health & Sciences Director



Thomas Brophy, Ph.D.

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

CFO/Administrative Manager



Tamiko Voros

Ms. Tamiko Voros earned a Bachelor's of Science degree in Business Management. She has extensive experience in finance, accounting and administrative office management in both Japan and the United States. Ms. Voros joined CIHS in 2001 and manages a wide range of administrative tasks including Chief Financial Officer, as well as other general administrative roles.

Founding President

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.

CEO/ Dean of Academic Affairs

Dr. Hope Phillips Umansky

B.A. English Literature, Scripps College
M.A. Liberal Studies/Literature/20th Century American culture, Reed College.
M.A. Counseling Psychology, California Institute for Human Science
Ph.D. Clinical Psychology, California Institute for Human Science

Executive Dean/ Integral Health and Sciences Director

Dr. Thomas G. Brophy

Ph.D., Physics, 1989, University of Colorado, Boulder
M.S., Physics, 1985, University of Colorado, Boulder
B.A., Physics, 1982, The Colorado College

Board of Directors

Paul Grilley, Hon. Ph.D. (Board Chair)
Richard Golds, Ph.D., L.Ac.
Misha Goussev, MBA, Ph.D.
Richard Jelusich, Ph.D.
Masato Kashiwakura
James Mattioda, Ph.D.
Paul Mills, Ph.D.
Kazuhiro Motoyama, Hon. Ph.D.
Charles Richards, Ph.D.

Academic Program Consultants

Integral Psychology

Mary Clark, Ph. D.

Comparative Religion & Philosophy

Sharon Mijares, Ph. D.
Shigenori Nagatomo, P.h.D

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Roger Cavanaugh, Ph. D.

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B.A., University Scholar and Independent Major, 1975,

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