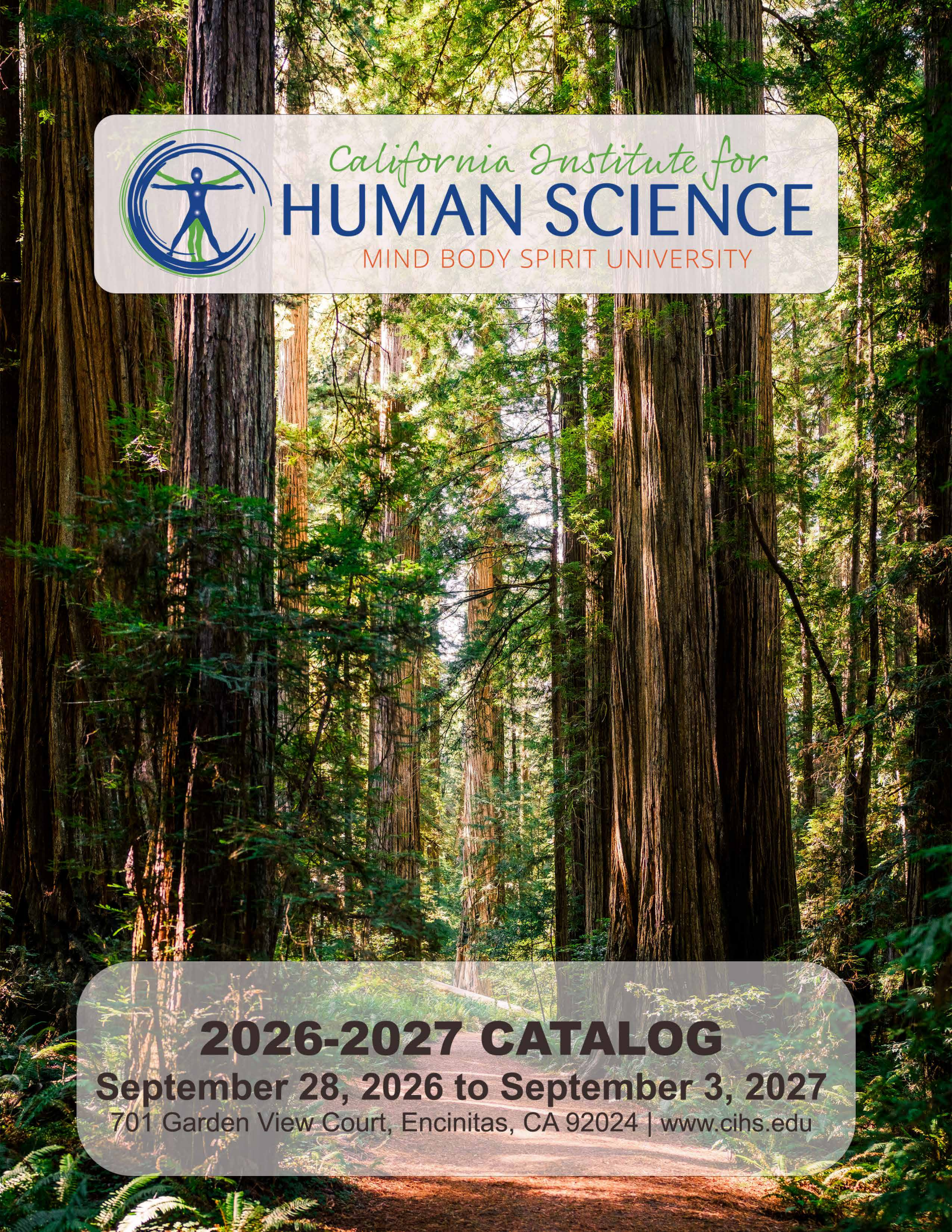


California Institute for
HUMAN SCIENCE
MIND BODY SPIRIT UNIVERSITY

2026-2027 CATALOG

September 28, 2026 to September 3, 2027

701 Garden View Court, Encinitas, CA 92024 | www.cihs.edu

California Institute for Human Science

701 Garden View Court
Encinitas, CA 92024
Phone: (760) 634-1771
E-mail: info@cihs.edu
Web: www.cihs.edu

CONTENTS

ABOUT CIHS 1
MISSION AND PRINCIPLES 1
OBJECTIVES 2
MESSAGE FROM THE FOUNDER 3
MESSAGE FROM THE PRESIDENT 5
INSTITUTIONAL LEARNING OUTCOMES 7
PROGRAM LEARNING OUTCOMES 8
INSTITUTIONAL STATUS 12
INSTITUTIONAL ACCREDITATION 12
CALIFORNIA STATE BUREAU FOR PRIVATE 12
POSTSECONDARY EDUCATION (BPPE) 12
GENERAL INFORMATION 13
OUR CAMPUS 15
STUDENT SERVICES 15
FACILITIES 15
LIBRARY 16
LABORATORY 16
HOUSING AROUND CAMPUS 16
SAFETY COMPLIANCE AND ENROLLMENT LIMITATIONS 16
PLACEMENT SERVICES 16
FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA) 17
STUDENT RECORDS 17
RETENTION OF STUDENT RECORDS 19
DISABILITY AND ACCESSIBILITY RESOURCES 20
SATISFACTORY ACADEMIC PROGRESS (SAP) 23
ACADEMIC POLICIES 23
MA TO PHD PATHWAY 28
ENROLLMENT AGREEMENT 29
CIHS COURSE MEETING TIME POLICY 29
ZOOM POLICY FOR INSTRUCTIONAL USE 29
ATTENDANCE POLICY 30
THE INSTITUTE SETS THE FOLLOWING ATTENDANCE POLICY 30
DISTANCE EDUCATION DISCLOSURE 30
RESIDENCY REQUIREMENTS FOR DISTANCE LEARNING 31
GRADING SYSTEM 31
CREDIT HOUR POLICY 32
COURSE NUMBERING CODE 33
INDEPENDENT STUDY 34
AUDITING COURSES (PROSPECTIVE AND CURRENT STUDENTS) 34
ACADEMIC COUNSELING 35
ADVISEMENT PROCESS 35
ACADEMIC DISHONESTY 35
GENERAL STANDARDS OF CONDUCT 36
STUDENT EMAIL ACCOUNT RETENTION POLICY 37
STUDENT RIGHTS 39

RIGHT OF PETITION 39
GRIEVANCE PROCEDURE FOR NON-ACADEMIC AND/OR NON-DISCIPLINARY MATTERS 39
EVALUATION OF FACULTY 41
DISSERTATION PROCESS AND SEQUENCE 42
DOCTORAL CANDIDACY EXAM 42
SOCIAL SECURITY NUMBER REQUIREMENT AND USE 44
ADMISSIONS 45
GENERAL ADMISSION REQUIREMENTS 45
HOW TO APPLY TO CIHS 46
WHAT HAPPENS AFTER YOU APPLY 47
ACCEPTED STUDENTS 47
INTERNATIONAL STUDENTS 47
AUDITING COURSES 48
TRANSFER CREDIT POLICY 48
FINANCIAL INFORMATION 50
TUITION AND FEES 50
DEFERRED TUITION PLAN 50
TUITION REFUND POLICY 50
STUDENT'S RIGHT TO CANCEL 51
FINANCIAL OBLIGATIONS 51
FINANCIAL AID 51
STATE OF CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF) 52
STUDENT INFORMATION & INSTITUTIONAL POLICIES 54
NON-DISCRIMINATION STATEMENT 54
HARASSMENT/SEXUAL MISCONDUCT/DISCRIMINATION/RETALIATION 54
PREVENTION POLICY 54
ACADEMIC FREEDOM 57
DIVERSITY STATEMENT 57
CODE OF HONOR 58
CIHS STUDENTS MUST TAKE RESPONSIBILITY FOR: 58
ANTI-HAZING POLICY 59
GENERAL STANDARDS OF CONDUCT 59
SPIRITUAL EDUCATION COURSES 61
DEPARTMENT OF ARTIFICIAL GENERAL INTELLIGENCE 62
ARTIFICIAL GENERAL INTELLIGENCE PROGRAMS 62
MASTER OF SCIENCE IN ARTIFICIAL GENERAL INTELLIGENCE 62
MASTER OF SCIENCE IN ARTIFICIAL GENERAL INTELLIGENCE 63
COURSE ROTATION 65
DEPARTMENT OF INTEGRAL HEALTH 66
INTEGRAL HEALTH PROGRAMS 66
MASTER OF ARTS IN INTEGRAL HEALTH 67
CONCENTRATIONS WITHIN THE MA DEGREE PROGRAM 69
CONCENTRATION IN YOGA THERAPY (PDC) 69
CONCENTRATION IN PSYCHEDELICS, CONSCIOUSNESS, & TRANSFORMATION (PDC) 72
CONCENTRATION IN BIO OPTIMIZATION, (PEAK PERFORMANCE AND PRECISION LONGEVITY) PDC 73
DOCTOR OF PHILOSOPHY IN INTEGRAL HEALTH 74

CONCENTRATION IN PSYCHEDELICS, CONSCIOUSNESS, & TRANSFORMATION (PDC) 77
CONCENTRATION IN BIO OPTIMIZATION, (PEAK PERFORMANCE AND PRECISION LONGEVITY) 78
DEPARTMENT OF INTEGRAL NOETIC SCIENCES 80
INTEGRAL NOETIC SCIENCES PROGRAMS 80
MASTER OF ARTS IN INTEGRAL NOETIC SCIENCES 81
DOCTOR OF PHILOSOPHY IN INTEGRAL NOETIC SCIENCES 83
CONCENTRATIONS WITHIN A DEGREE PROGRAM FOR MA AND PHD 85
DEPARTMENT OF PSYCHOLOGY 87
PSYCHOLOGY PROGRAMS 87
MISSION 87
MASTER OF ARTS IN PSYCHOLOGY 89
DOCTOR OF PHILOSOPHY IN PSYCHOLOGY 91
CURRENT RESEARCH AT CIHS 99
RESEARCH LABORATORIES AND CENTERS 99
FACULTY & ADMINISTRATION 101
FOUNDING PRESIDENT OF CIHS 101
BOARD OF TRUSTEES 102
CIHS LEADERSHIP AND ADMINISTRATION 103
FACULTY 104
RESEARCH FACULTY 106
COURSE DESCRIPTIONS 107
DEAPRTMENT OF ARTIFICIAL GENERAL INTELLIGENCE COURSES 107
DEAPRTMENT OF INTEGRAL HEALTH: MASTER LEVEL COURSES 110
DEAPRTMENT OF INTEGRAL HEALTH: DOCTORAL LEVEL COURSES 114
DEPARTMENT OF INTEGRAL NOETIC SCIENCES: MASTER LEVEL COURSES 119
DEPARTMENT OF INTEGRAL NOETIC SCIENCES: DOCTORAL LEVEL COURSES 120
DEPARTMENT OF PSYCHOLOGY: MASTER LEVEL COURSES 121
DEPARTMENT OF PSYCHOLOGY: DOCTORAL LEVEL COURSES 125



About CIHS

Mission and Principles

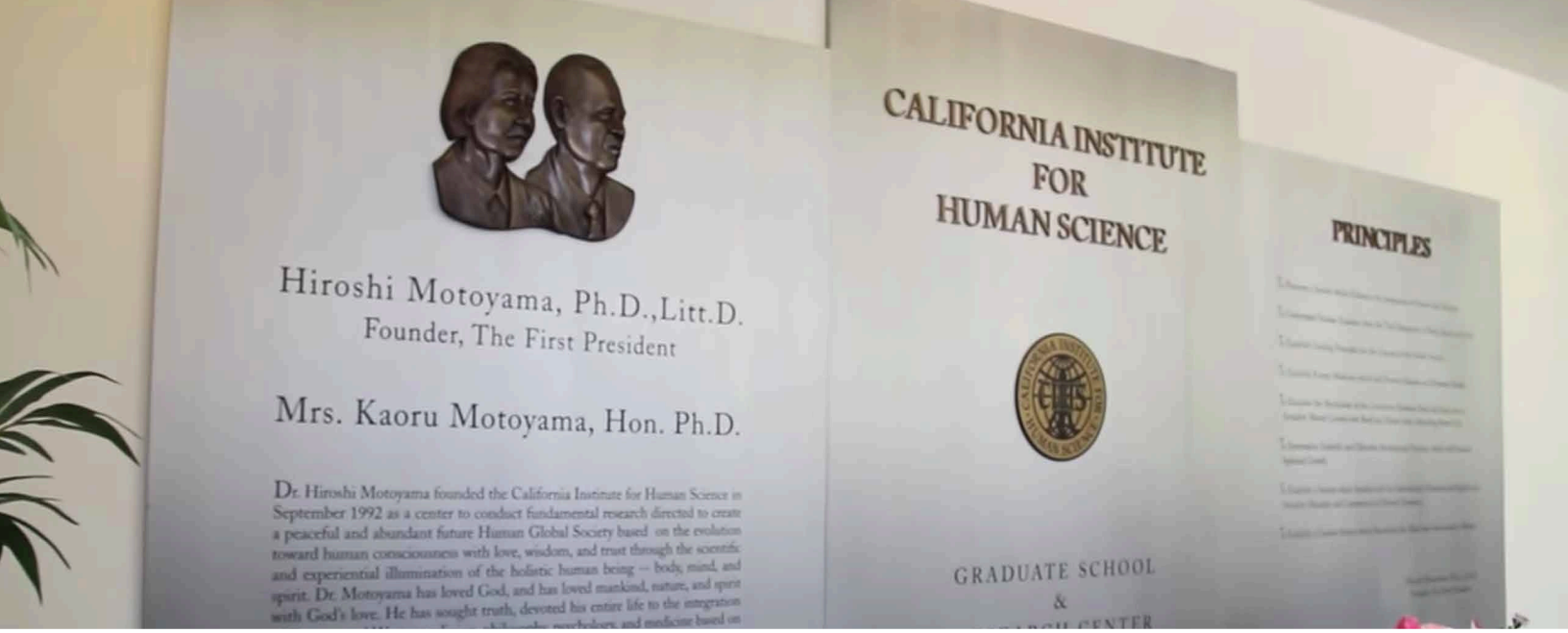
The mission of the California Institute for Human Science (CIHS) consists of eight principles established by the Institute's Founder, Hiroshi Motoyama. CIHS' Mission and Principles are held in very high regard in the creation of curriculum, Institute policies, and academic operations. As indicated by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

1. To Promote a Society which Enhances the Integration of Science and Religion
2. To Understand Human Existence from the Total Perspective of Body, Mind and Spirit
3. To Establish Guiding Principles for the Citizens of the Global Society
4. To Establish Energy Medicine, which will Prevent Diseases and Promote Health
5. 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
6. To Systematize Scientific and Objective Meditational Practices, which will Promote Spiritual Growth
7. To Establish a Society which Satisfies both the Individuality (Freedom and Rights) and Sociality (Morality and Coexistence) of Human Existence
8. To Establish a Creative Science which Researches the Mind and Soul as well as Matter

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



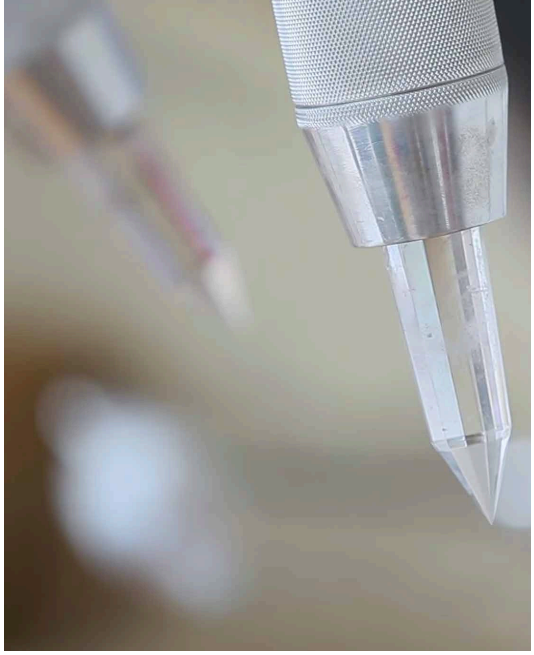
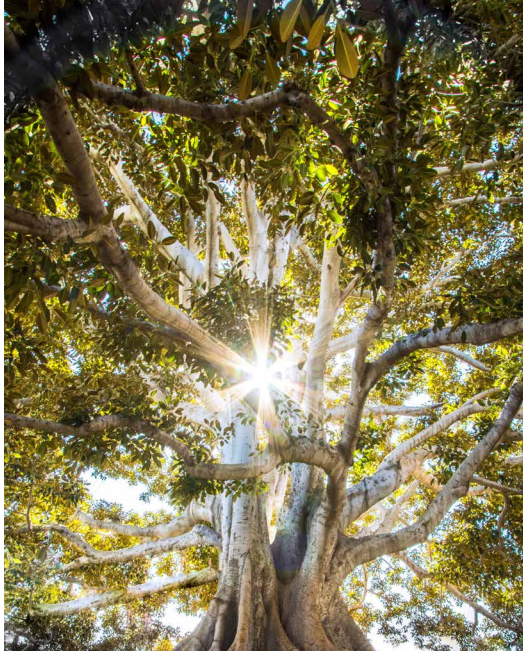




Objectives

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 a California state-approved licensure track psychology degree program that honors 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 current professionals to pursue advanced studies towards personal and academic goals without needing to interrupt 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 populations we serve and develop diverse learning opportunities to address those needs while continually evaluating the effectiveness of the educational programs;
- To maintain high standards through comprehensive professional development programs;
- To promote involvement and participation in the Institute's active student and research community.

Message from the Founder

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

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

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

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

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



Another subtle energy is spiritual energy. The Institute of Religion and Psychology in Tokyo has been conducting research on the existence of this energy, and this research is currently being continued by CIHS, too. Once the chakras (i.e., the wheel of light or aura) or the spiritual energy centers of spirit-body are awakened through rigorous meditation practice, as is known since ancient times through the mystical experiences of Indian Yoga, Chinese Taoism, and German mysticism, one can intuit the essence of nature and the minds of people such that one is capable of transforming and creating physical energy or matter to bring about a change in them.

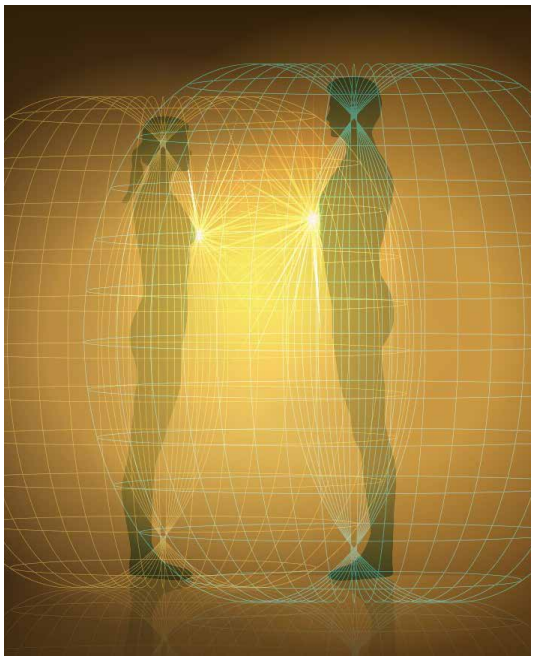
Many experiments have been conducted in the study of spiritual energy, as mentioned above. This study can be schematized as follows: spiritual energy → the chakras → the meridians → ki-energy, where "→" indicates a transmission of energy. Through these experiments, the existence of spiritual energy has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

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

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

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







Message from the President

I am proud to welcome you to the California Institute for Human Science (CIHS) as we celebrate our 35th year of academic operations. This milestone provides an opportunity to reflect on how far we have come—and the vision that continues to guide us.

When CIHS opened its doors in Fall 1992, it began with just three students and Dr. Motoyama's extraordinary vision for an institution that would bring science, spirituality, and the study of consciousness into rigorous dialogue. CIHS has since grown into a flourishing and vibrant academic community, built by generations of students, faculty, staff, and supporters who have helped bring that founding vision to life.

Dr. Motoyama established CIHS on the conviction that scientific investigation and spiritual inquiry could together deepen our understanding of humanity and pave the way toward a harmonious global society. That conviction continues to guide our work. The Institute stands at the crossroads of tradition and innovation, where enduring approaches to consciousness engage contemporary research to cultivate an integrative understanding of what it means to be human. We remain committed to serious scholarship, scientific investigation, and the thoughtful exploration of consciousness, well-being, and the interconnectedness of life.

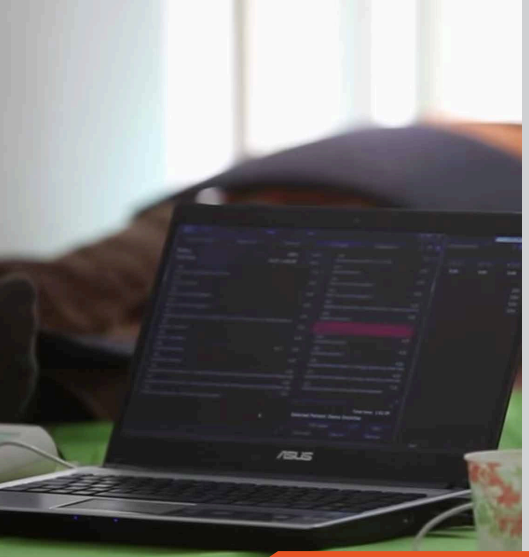
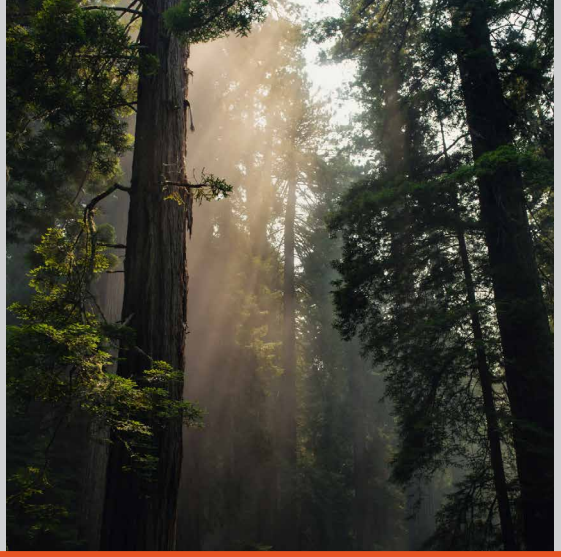
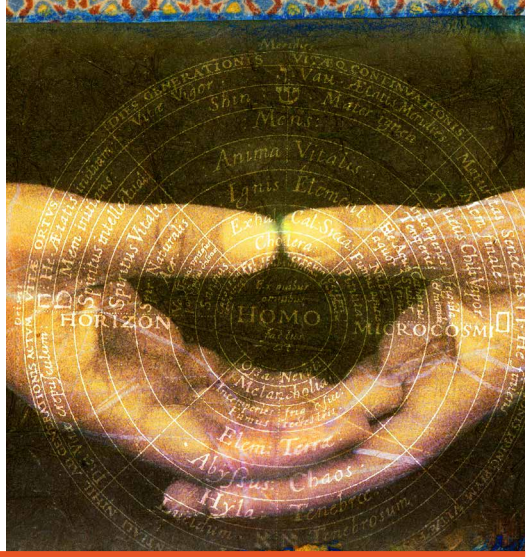
This Fall, we are especially excited to launch our M.S. in Artificial General Intelligence, the world's first accredited master's program dedicated specifically to AGI. Bringing advanced AI study together with cognition, consciousness, ethics, safety, and the pursuit of beneficial general intelligence, the program addresses some of the most consequential questions of our time. It exemplifies how CIHS continues to evolve with a changing world while remaining steadfastly committed to Dr. Motoyama's founding vision.

Throughout this catalog, you will find courses and degree programs that reflect our commitment to academic excellence, consciousness-informed education, and interdisciplinary exploration. Whether you are beginning your studies, continuing your education, or bringing established professional expertise into a new field of inquiry, our programs invite you to connect intellectual discovery with questions that matter in your life and work.

Our distinguished faculty bring extensive knowledge, experience, and active engagement in their fields. Together with our staff, they create a supportive and intellectually challenging community in which students can ask difficult questions, develop their research, and pursue meaningful goals.

I encourage you to participate fully in this community, explore unfamiliar ideas, and bring your own experience and questions to our shared work. Thank you for choosing CIHS. We are honored to support your journey of discovery, growth, and contribution.

Timothy Laporte, Ph.D.
Interim President

Institutional Learning Outcomes

ILOS

INSTITUTIONAL LEARNING OUTCOMES

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

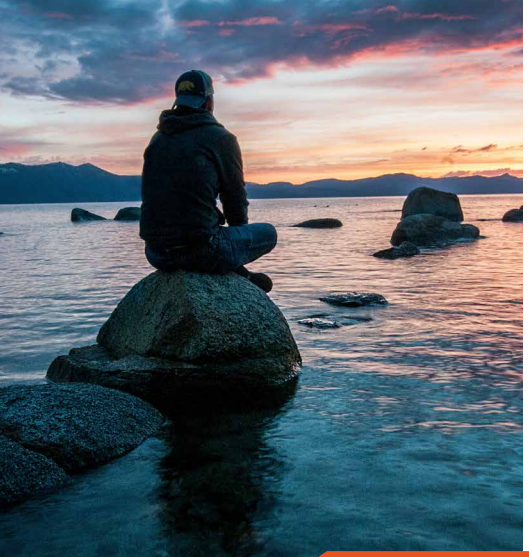
ILO 1: Express a holistic view of the complementarity of scientific, spiritual, and inter-religious perspectives

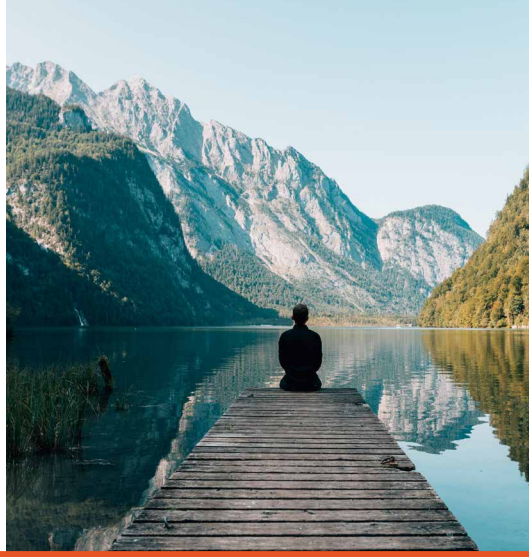
ILO 2: Articulate human existence as multi-dimensional, including body, mind, and spirit, fundamentally communal and individual, for the betterment of a sustainable global society.

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

ILO 4: Apply information literacy to critically evaluate and ethically solve problems in the human sciences.

ILO 5: Articulate, through written and oral communication, the transdisciplinary nature of the human sciences.





Program Learning Outcomes

PLOS

MA IN ARTIFICIAL GENERAL INTELLIGENCE

ARTIFICIAL GENERAL INTELLIGENCE'S PLOS

Graduates of CIHS Artificial General Intelligence's program will be able to:

PLO 1: Foundations: Synthesize theoretical foundations of artificial general intelligence with consciousness studies and cognitive science perspectives to develop comprehensive frameworks for intelligent systems research.

PLO 2: Design: Design computational models and architectures for AGI systems using advanced algorithms, data structures, and software development methodologies.

PLO 3: Research: Apply quantitative and qualitative research methods to investigate cognitive dynamics, emergence, and consciousness in artificial systems while maintaining ethical considerations

PLO 4: Communication: Articulate the transdisciplinary nature of AGI research through written and oral communication, integrating perspectives from neuroscience, philosophy, computer science, and consciousness studies.

PLO 5: Society: Evaluate the implications of AGI development for human existence and global society, incorporating ethical frameworks and sustainable development principles.

PLOS

M.A. IN INTEGRAL HEALTH

INTEGRAL HEALTH MASTER'S PLOS

Graduates of CIHS Integral Health M.A. program will be able to:

PLO 1: Comprehensive Knowledge and Transdisciplinary Application

Synthesize diverse fields within the human sciences, including integral health, global paradigms of health, philosophy of science, and reality theory. They will demonstrate a sophisticated understanding of the interconnectedness of these disciplines to develop a novel, transdisciplinary framework for addressing complex human challenges. This approach moves beyond simple integration, emphasizing how these distinct areas of study inform and enrich one another to create a holistic, synergistic understanding of human existence.

PLO 2: Integrated Communication and Relational Competence

Exhibit advanced communication skills, combining empathetic, relational awareness with formal, scholarly precision. They will apply an integrated view of human interaction to effectively convey complex ideas in both academic and professional settings. This outcome emphasizes the ability to communicate not only with intellectual rigor, but also with the emotional intelligence necessary to build meaningful connections and foster collaborative environments.

PLO 3: Paradigmatic Innovation for Systemic Wellbeing

Design and construct new philosophical and scientific paradigms that create systematic approaches to wellbeing. This involves a creative and critical process of building new models that integrate insights from various knowledge traditions to address the multifaceted nature of human flourishing. The focus is on moving from theory to practice, developing innovative frameworks that can be applied to enhance individual, communal, and global wellbeing.

PLO 4: Integral Inquiry and Problem-Solving

Critically evaluate complex problems in the human sciences, employing an integrally-informed perspective. They will apply both qualitative and quantitative research methodologies to investigate and solve real-world challenges. This outcome highlights the ability to engage in rigorous, multidimensional inquiry that considers all facets of a problem—from internal experiences to external systems—to generate comprehensive and effective solutions.

PLOS

PH.D. IN INTEGRAL HEALTH

INTEGRAL HEALTH DOCTORAL PLOS

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

PLO 1: Synthesize and Articulate Transdisciplinary Frameworks

Synthesize diverse bodies of knowledge within the human sciences—including integral health, global paradigms of health, philosophy of science, and reality theory—to formulate a meta-systematic, transdisciplinary framework. This advanced synthesis will not only demonstrate a deep understanding of each discipline but also articulate their profound interconnections, enabling the development of novel theoretical models that transcend traditional boundaries.

PLO 2: Cultivate Integrated and Innovative Communication

Exhibit advanced communication skills that integrate empathy with scholarly rigor. They will articulate meta-systematically integrated views of human interaction, drawing upon scholarly sources, sophisticated qualitative and quantitative research methods, and their own original contributions. This competency will enable them to effectively disseminate complex ideas to both academic and public audiences, fostering a deeper understanding of human potential and wellbeing.

PLOS
PH.D. IN INTEGRAL HEALTH

INTEGRAL HEALTH DOCTORAL PLOs Continued

PLO 3: Design Meta-Systematic Paradigms for Global Wellbeing
Construct innovative philosophical and scientific paradigms that advance global-holistic approaches to wellbeing. They will move beyond historical and existing frameworks to design meta-systematic models capable of addressing complex, interconnected challenges facing individuals and communities worldwide. This outcome emphasizes the capacity for original thought and the creation of comprehensive systems that promote vibrant and resilient health on a global scale.

PLO 4: Pioneer Solutions through Original Research
Identify, critically appraise, and design novel research problems within the human sciences. They will apply a rigorous, integrally-informed methodology to solve these problems, making a significant and original contribution to the field. This outcome underscores the ability to conduct high-level, independent research that not only addresses existing gaps in knowledge but also sets new directions for future inquiry.

PLOS
M.A. IN INTEGRAL NOETIC SCIENCES

INTEGRAL NOETIC SCIENCES MASTER'S PLOS

Graduates of CIHS INS Master's program will be able to:
PLO 1: Education: Distinguish the strengths and limits of multiple contemplative and esoteric spiritual traditions in their various socio-political and historical contexts.
PLO 2: Self-awareness: Display self-awareness of personal development and positionality and critical self-reflection about one's own worldview, personality, and biography.
PLO 3: Research: Examine new views and integrative models of reality through the application of innovative first-, second-, and third-person methods.
PLO 4: Models of Reality: Map the transdisciplinary and scientific links between consciousness, subtle energy, and matter.
PLO 5: Leadership: Compare the leadership opportunities of various INS topics within ethical, global, and cosmological contexts.

PLOS
PH.D. IN INTEGRAL NOETIC SCIENCES

INTEGRAL NOETIC SCIENCES DOCTORAL PLOS

Graduates of CIHS INS Ph.D. program will be able to:
PLO 1: Education: Evaluate the strengths and limits of multiple contemplative and esoteric spiritual traditions in their various socio-political and historical contexts.
PLO 2: Self-awareness: Generate self-awareness of personal development and positionality and critical self-reflection about one's own worldview, personality, and biography.
PLO 3: Research: Develop new views and integrative models of reality through the application of innovative first-, second-, and third-person methods.
PLO 4: Models of Reality: Appraise the transdisciplinary and scientific links between consciousness, subtle energy, and matter.
PLO 5: Leadership: Assess the leadership opportunities of various INS topics within ethical, global, and cosmological contexts.

PLOS
M.A. IN
PSYCHOLOGY

PSYCHOLOGY MASTER'S PLOS

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

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

PLO 2: Apply multidisciplinary research, theory, and praxis to aspects of psychology and/or psychotherapy.

PLO 3: Explain holistic thought in a way that includes consciousness and spirituality.

PLO 4: Describe the theory and application of psychological knowledge to human well-being.

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

PLOS
PH.D. IN
PSYCHOLOGY

PSYCHOLOGY DOCTORAL PLOS

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

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

PLO 2: Apply multidisciplinary research, theory and praxis to aspects of psychology and/or psychotherapy.

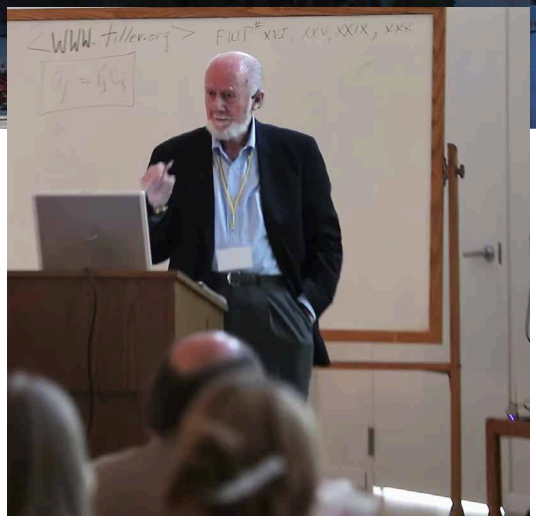
PLO 3: Utilize holistic thought to psychology and/or psychotherapy in a way that includes consciousness and spirituality.

PLO 4: Evaluate and test elements of theory and/or application of psychological knowledge to human wellbeing.

PLO 5: Develop a personal framework for "self-as-healer" and/or "self-as-scholar" underscoring the notion that ongoing self-development is positively correlated with professional aptitude.

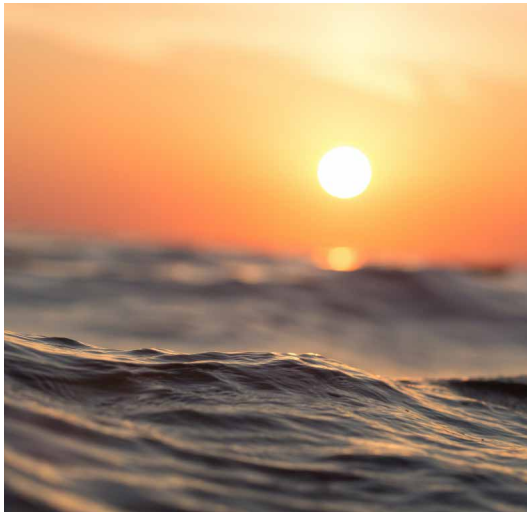


Institutional Status



Institutional Accreditation

California Institute for Human Science is accredited by the WASC Senior College and University Commission (WSCUC),
1080 Marina Village Parkway, Suite 500 Alameda, CA 94501 (510) 748-9001.
www.wscuc.org



California State Bureau For Private Postsecondary Education (BPPE)

California Institute for Human Science (CIHS) is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. For more information, go to the site here and look for the California Institute for Human Science from the
"Directory of Approved Institutions."

Contacting the Bureau of Private Postsecondary (BPPE)



Anyone may file a complaint if they believe an institution has violated the laws and/or regulations governing the institution's operation, including unlicensed activity. Complaints are most often received from students, their families, other members of the private postsecondary education industry, law enforcement agencies, and other regulatory agencies.
You may file a complaint by using the Bureau's online form here.

You can also visit the BPPE site for more details about how to file a complaint from the link below.
BPPE How to file a complaint

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
(888) 370-7589
bppe.enforcement@dca.ca.gov

CIHS Financial Status

CIHS does not have any pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has 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.)

General Information

FACULTY

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

Evaluation of Faculty includes:

- Course evaluations (administered by CIHS at the conclusion of each quarter): CIHS course evaluations are administered by the Office of Educational Effectiveness. Course evaluation results are confidential and do not contain any identifying student information. Course evaluation results are distributed quarterly to faculty and program directors.
- Observation by Program Directors: Program Directors observe at least one class session conducted by each faculty member on an annual basis.
- Faculty self-evaluation: Each faculty member completes a self-evaluation annually.
- Faculty scholarship survey: Faculty complete an annual survey indicating their participation and leadership in several faculty scholarship areas.

The Dean of Outcomes Assessment and Educational Effectiveness, in collaboration with Program Directors, manages the above means of evaluation. The Dean works with Program Directors to develop reports to summarize data to ensure the improvement of teaching and student learning efforts at the institution.

ACADEMIC CALENDAR: QUARTER SYSTEM

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

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

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

Academic Program Classification of Instructional Programs (CIP) Codes and Standard Occupational Classification (SOC) Codes

Programs	Degrees	CIP Code	SOC Code
Master of Science	Artificial General Intelligence	30.2501	15-1221
Master of Arts	Psychology	42.0101	19-3039
	Integral Health	51.3306	21-1091
	Integral Noetic Sciences	30.2502	25-1126
Doctor of Philosophy	Psychology	42.2801	19-3033
	Integral Health	51.3306	21-1091
	Integral Noetic Sciences	30.2502	25-1126

CIHS Enlighten: Certificate Programs, Continuing Education, and Lifelong Learning

CIHS Enlighten is the California Institute for Human Science's dedicated initiative for bringing the transformative pow- er of our teachings to a broader audience. It offers non-degree programs, certificates, and professional CEUs along with a wide variety of online and in-person events by the forefront thought leaders of our time.

Through this program, we offer a wide array of public courses, workshops, and events that delve into the profound connections between science, spirituality, health, and consciousness. These programs are designed to cater to indi- viduals at all stages of their journey, providing accessible yet profound insights into the nature of the self and holistic well-being.

Our offerings are not only educational but also deeply experiential, encouraging participants to engage with new ideas, practices, and communities that resonate with their personal quests for knowledge and enlightenment. Wheth- er you're looking to deepen your understanding of specific traditions, explore cutting-edge research in consciousness studies, or simply connect with like-minded individuals, CIHS Enlighten provides a supportive and enriching environ- ment. Join us to expand your horizons and discover new dimensions of personal and spiritual growth.

CATALOG CHANGES

Every effort has been made to ensure the accuracy of the information in the catalog at the California Institute for Human Science (CIHS). CIHS generally reviews its courses, course descriptions, faculty listings, degree requirements, deadlines, tuition & fees, policies, and procedures on an annual basis to ensure adherence to BPPE regulations and WSCUC Standards. The CIHS Administration reserves the right to amend the information in the catalog, and all information described herein is subject to change or deletion without notice.

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

Bureau for Private Postsecondary Education
P.O. Box 980818, West Sacramento, CA 95798-0818
(888) 370-7589 or by fax (916) 263-1897



Our Campus

Student Services

The Dean for Student Success is charged with providing guidance, support services, and a variety of intentional programs/ activities intended to complement students' academic pursuits and promote their personal, professional, and academic development. . CIHS offers the following resources, services, and opportunities for students:

- Accessibility Services
- Student Services Advising
- Student Identification (ID) Services
- Canvas Student Resource Center
- New Student Orientation

Student Engagement and Enrichment

- Student Advisory Senate (SAS)
- Student Enrichment Programs

Facilities

The Institute provides its own classrooms, laboratories, and a reference library and/or its equivalent resources. We strive for a heart-centered approach to our facility services and prioritize helping to create ideal academic environments and a flourishing community. If you are interested in visiting the campus and to utilizing our facilities, please contact us at registrar@cihs.edu.

CIHS courses are offered via distance education (online learning), on-campus at CIHS located at 701 Garden View Court, Encinitas, CA 92024 or at Soul of Yoga Facilities at 627 Encinitas Blvd., Encinitas, CA 92024.

Facility Maintenance

Our facilities, which include janitorial services, landscape maintenance, and other building functions, are maintained by Horizon Resources, Inc. For any facility-related inquiries or issues, please contact them directly at: Service@horizonresourcesinc.com or call (760) 692-5205

Security
Everybody's safety is a matter of the utmost importance to us. If you face any emergencies, please call 911 or the local Sheriff's Department at (760) 966-3500. For any other urgent matters, please contact our security company, North Coast Patrol, Inc. at (760) 796-4131 or info@northcoastpatrol.com

Library

CIHS has a traditional on-campus reference library with psychology, religion, science, and philosophy texts, as well as graduate dissertations and theses. CIHS also provides a comprehensive online library service to its enrolled students (Library Information Research Network, LIRN), which offers access to peer-reviewed research, journals, periodicals, and similar resources. Students are encouraged to use the prolific academic databases available for scholarly research on the internet. Locally, there is the California State University system, San Diego State University, and the University of California system. These are publicly financed educational institutions, so it is possible for students to easily access the facilities by purchasing a library card at a nominal fee.

Laboratory

Laboratory equipment is accessible for students at the Institute. Laboratory equipment is predominantly computer-controlled electronic measuring devices including the AMI, a Biophoton Counter, a complete suite of biofeedback sensors, including EEG, ECG, Heart Rate Monitor, and Heart Math. CIHS also maintains a collaborative relationship with PsyTek Laboratories.

Housing Around Campus

CIHS is primarily an online institution and does not provide student housing or dormitory facilities. Students enrolled in programs that require relocation to the Encinitas area are responsible for securing their own housing accommodations. Housing costs in the Encinitas area vary based on location, housing type, market conditions, and availability. As a general estimate, monthly rental costs range from approximately $2,000 to $2,300 for a studio apartment or shared housing arrangement, $2,500 to $3,000 for a one-bedroom apartment, and $3,200 to $3,700 for a two-bedroom apartment. These estimates are provided for informational purposes only and are subject to change based on market conditions and availability. At this time, CIHS does not offer housing placement services or housing search assistance.

Safety Compliance and Enrollment Limitations

CIHS' facilities comply with federal, state, and local ordinances and regulations, including those requirements to fire safety, building safety, and health.

Placement Services

CIHS does not provide placement services.



Student Records

Family Educational Rights and Privacy (FERPA)

Students' academic records, which contain application information, curriculum, financial records, grade reports, and transcripts, are maintained in our student information system (Populi), a web-based system, and in fireproof files in the Administration Department. Records are kept permanently, as required by the California Education Code. Only persons authorized by the Bureau for Private Post-Secondary Education and other regulatory boards or accrediting agencies may inspect or copy student records.

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

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. A student should submit to the Admissions Department a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask CIHS to amend a record should write the Admissions Department and clearly identify the part of the record the student wants changed, and specify why it should be changed. If CIHS decides not to amend the record as requested, CIHS will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before CIHS discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. CIHS discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with

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

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

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

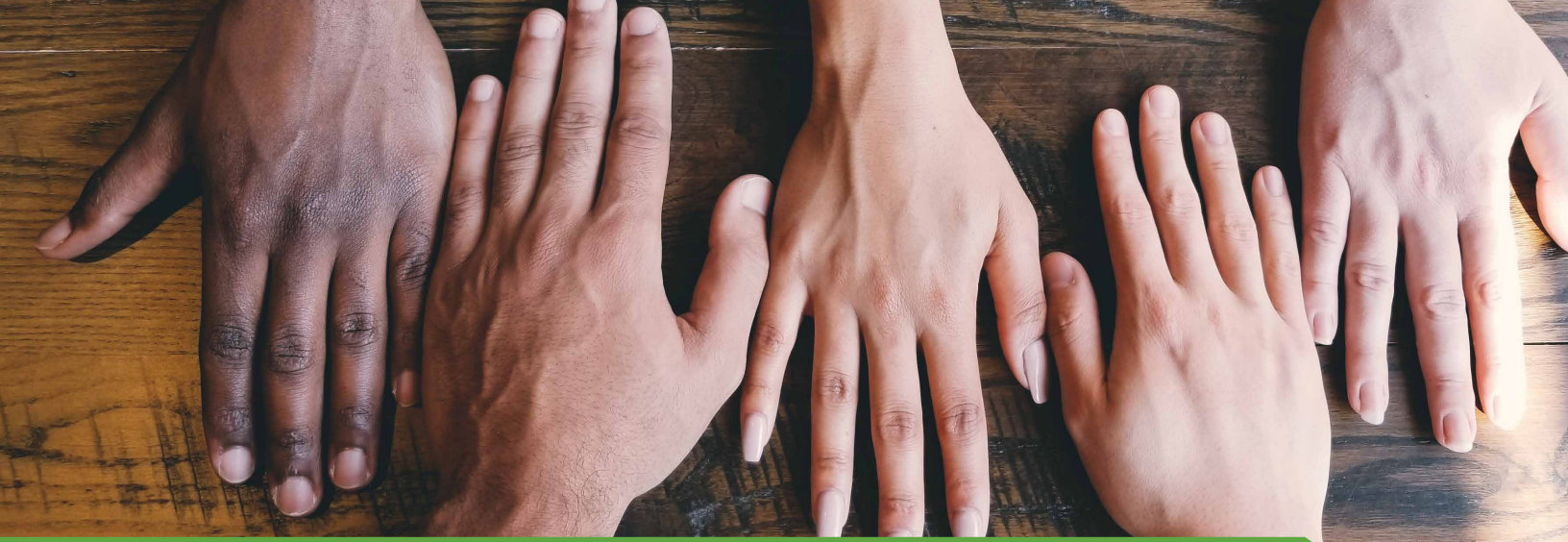
FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclo- sure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas,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

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

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- For information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the require- ments of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school deter- mines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Retention of Student Records

Student’s academic records containing application information, curriculum information, financial records, grade reports, and transcripts are maintained digitally in a secure system drive and are accessible by assigned personnel only. Records are maintained permanently, as required by the California Education Code. Only persons authorized by the Bureau for Private Postsecondary Education and other regulatory boards or accrediting agencies may inspect or copy student records



Disability and Accessibility Resources

POLICY

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

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

COORDINATOR OF ACCESSIBILITY RESOURCES

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

ELIGIBILITY FOR AN ACCOMMODATION

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

REASONABLE DOCUMENTATION OF DISABILITY

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

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

CONFIDENTIALITY OF DISABILITY INFORMATION

CIHS recognizes the sensitive nature of disability-related information and is committed to maintaining its confidentiality in accordance with applicable federal and state laws. Documentation and information related to a student's disability and accommodation request will be maintained by the Coordinator and shared only with Institute personnel who have a legitimate educational need to know in order to evaluate, implement, or administer approved accommodations. Disability-related information will not be disclosed to others without the student's consent except as permitted or required by law.

APPLYING FOR AN ACCOMMODATION

Request for Accommodation: Students who may need reasonable accommodations are responsible for contacting the Coordinator to initiate their requests in writing as early as possible (at least fifteen (15) business days before the beginning of the academic quarter or as soon as the need arises). Students must be found eligible to receive an accommodation by the Coordinator prior to receiving any accommodations. Accordingly, students should contact the Coordinator as soon as possible because timely notice is needed to coordinate accommodations. A student's failure to timely provide notice or comply with any other requirement of this Policy may delay the implementation of any reasonable accommodation(s) or result in rejection of the requested accommodation(s).

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

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

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

TYPES OF REASONABLE ACCOMMODATIONS

Reasonable accommodations include, but are not limited to:
- Examination-related accommodations
- Extended testing time

- Alternative formats for course materials
- Captioning or transcription services
- Accessibility-related technology support
- Accommodations related to participation in online courses and educational activities
- Accommodations related to facility access for campus-based events and activities

ACADEMIC ACCOMMODATIONS

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

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

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

APPEALS PROCESS

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

SERVICE ANIMALS

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

Emotional support animals, comfort animals, therapy animals, and companion animals are not considered service animals under the ADA and are not permitted on campus unless otherwise required by applicable law or approved by the Institute as a reasonable accommodation.



Academic Policies

Satisfactory Academic Progress (SAP)

BACKGROUND

The California Institute for Human Science is required by Federal regulations and the WASC Senior College and University Commission to establish standards for measuring Satisfactory Academic Progress (SAP). Students who enrolled at CIHS before Winter 2020 may be eligible for exceptions to the SAP Policy via the SAP Appeal Process.

DEFINITIONS

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

- MS in Artificial General Intelligence = 1.5 years
- MA in Integral Health and Integral Noetic Science = 2.5 years
- MA in Psychology = 1.5 years
- PhD = 4 years

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

- Graduate programs = 200% max.

For CIHS:

- MS in Artificial General Intelligence = 3 years (=200%)
- MA in Integral Health and Integral Noetic Science = 5 years (=200%)
- MA in Psychology= 3 years (=200%)
- PhD = 8 years (=200%)

FULL-TIME/PART-TIME DEFINITIONS

- Full-time: Students must be enrolled in at least 8 units per quarter, 3 quarters per year. One quarter off is optional except for the Fall quarter.

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

OVERVIEW OF SAP STANDARDS

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

Students must meet all three (3) standards measuring satisfactory academic progress toward graduation. This policy is applied consistently to all students enrolled after Winter Quarter 2020 and complies with institutional, accrediting, state, and federal regulations, including those of the U.S. Department of Education. Students who enrolled in a degree program at CIHS prior to Winter Quarter 2020 may qualify for a Board-approved exception to the Maximum Time Frame for Program Completion.

Standard 1: Minimum Cumulative Grade Point Average (GPA)

Standard 1 measures the student's grade point average (GPA) for the academic quarter and cumulative for the program. The minimum requirements are as follows:
- Graduate Programs: 3.0

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

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

Standard 2: Minimum Completion Rate

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

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

Standard 3: Maximum Time Frame For Program Completion

Standard 3 measures if the student is completing the academic program within a reasonable amount of time, as follows: Graduate degrees: 200% of the published length of the educational program.
- MA in Integral Health, Integral Noetic Science, and Artificial General Intelligence = 3 years (=200%)
- MA in Psychology= 3 years (=200%)
- PhD = 8 years (=200%)

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

Program	Published Length of the Program	Maximum time frame for program completion (200% of the Published Length of the Program)
Doctoral	4 years	8 years
Doctoral Degree in Clinical Psychology	4.5 years	9 years
Master's in Integral Health and Integral Noetic Science	2.5 years	5 years
Master's in Artificial General Intelligence	1.5 years	3 years
Master's in Psychology	1.5 years	3 years

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

PhD	
Standing	**Units**
Year 1	24
Year 2	24
Year 3	24
Year 4	
Dissertation Sequence	5
	5
	6
	6
TOTAL	**94**

PhD in Clinical Psychology	
Standing	**Units**
Year 1	24
Year 2	24
Year 3	24
Year 4	20~22
Dissertation Sequence	5
	5
	6
	6
TOTAL	**114~116**

MA in Psychology	
Standing	**Units**
Year 1	24
Year 2	24
TOTAL	**48**

MA in Integral Health and Integral Noetic Science	
Standing	**Units**
Year 1	24
Year 2	24
Year 3	8
TOTAL	**56**

MS in Artificial General Intelligence	
Standing	**Units**
Year 1	40
Year 2	18
Total	**58**

HOW SATISFACTORY ACADEMIC STANDARDS ARE MEASURED

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

- Bachelor's Degree: At the end of each academic quarter.
- Master's Degree: At the end of each academic quarter.
- Doctoral Degree: At the end of each academic quarter.

- Students in the doctoral dissertation sequence are excluded from the minimum cumulative grade point average requirement as long as they are making progress toward degree completion.

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

FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS:

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

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

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

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

SAP APPEAL PROCESS

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

APPEAL PROCEDURE:

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

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

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

An appeal hearing will take place within ten (10) business days of receipt of the written appeal. This hearing will be attended by the student, the Program Director, the Dean for Student Success, the Dean of Educational Effectiveness and Outcomes Assessment, and the Registrar. A decision on the student's appeal will be rendered within five (5) business days by the Dean of Educational Effectiveness and Outcomes Assessment and will be communicated to the student in writing. This decision will be final.

Should a student prevail on his/her appeal and be determined to make satisfactory progress, the student will be automatically removed from Warning, Probation, or Notice of Administrative Withdrawal.

INTERRUPTIONS TO ACADEMIC PROGRAM (IAP)

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

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

LEAVE OF ABSENCE

A Leave of Absence is for students who may need to take more than one (1) quarter off. The following rules apply:
- The total length of an LOA may not exceed 12 months, including the interruption students may have taken already.
- LOA does not affect the student's Satisfactory Academic Progress status.
- LOA time does not involve any additional charges from the California Institute for Human Science
- Students may not take more than one LOA during the duration of their academic programs.

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

purpose of calculating refunds.

RE-ADMISSION POLICY

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

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

EXCEEDING THE MAXIMUM TIME FRAME FOR PROGRAM COMPLETION

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

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

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

MA to PhD Pathway

CIHS provides a streamlined and efficient transition process for current students who wish to enter a CIHS' doctoral program after completing their CIHS' master's degree program. In order to pursue the streamlined option, students must:

- Notify their Program Director in writing of their interest in applying to a CIHS PhD program.
- Contact the Registrar **at least two quarters prior** to the completion of the MA degree coursework to complete the internal application to continue to a CIHS PhD program. The Registrar will complete a degree audit to ensure that the student has completed all necessary coursework.
- Complete all necessary coursework required for the MA degree.

The application process and required paperwork for entry into a CIHS PhD program are shortened for current students to move quickly through the internal process; however, please note, students must give advance notice to the Registrar's Office to ensure that all documentation is processed in order for the student to proceed into the PhD program. This policy is applicable for current CIHS students, including those entering the program for the first time at the MA level. Students who did not complete an MA at CIHS are not eligible for the streamlined pathway.

Enrollment Agreement

The Student Enrollment Agreement Form outlines important policies that apply to students during their enrollment at CIHS. Enrollment begins only after the applicant has been formally accepted by the Admission Committee, has signed the Student Enrollment Agreement Form, and has paid the applicable fees and tuition.

The Student Enrollment Agreement Form reflects information about the academic program and total tuition costs in the program, including a list of the fees, policies, and other mandatory disclosures regarding your rights and responsibilities as a student at CIHS. (Education Code section 94810)

As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement. CIHS will provide both documents before you sign the Student Enrollment Agreement and give you an opportunity to review them and ask questions. Please review both documents before signing.

CIHS Course Meeting Time Policy

CIHS offers online graduate-level programs and serves an adult learner population. To support student access and participation, required courses, and most electives, prioritize evening meeting times, typically beginning no earlier than 5:00 PM and concluding by 9:00 PM Pacific time.

All times are listed in Pacific Standard Time (PST) and apply to all scheduled synchronous meetings:

Time Slot	Hours
Morning	9:00 AM – 11:00 AM
Afternoon	11:00 AM – 1:00 PM 1:00 PM – 3:00 PM 3:00 PM – 5:00 PM
Evening	5:00 PM – 7:00 PM 7:00 PM – 9:00 PM
Weekend	Variable; subject to mutual agreement between instructor and students

Zoom Policy for Instructional Use

CIHS requires the use of institutional Zoom accounts for all instructional activities to ensure consistent access and support for students, faculty and staff. CIHS Zoom accounts provide an institutionally managed environment for course meetings and recordings. This account allows the institution to maintain consistent recording, privacy, access, and security settings; provide technical support; maintain access to instructional recordings when faculty assignments change; and ensure that required course recordings remain available to students through Canvas. Personal Zoom accounts cannot be used for CIHS classes because CIHS cannot administer or reliably maintain access to recordings stored under a faculty member's personal account.

1. Faculty Accounts

- All faculty are issued an institutional Zoom account through CIHS.
- Faculty are required to use this institutional account for all classes, office hours, and other academic meetings. Personal Zoom accounts may not be used for official courses.

2. Course Recordings
- All class sessions must be recorded in their entirety using the CIHS Zoom account.
- Recordings must be saved to the Zoom cloud storage associated with the institutional account and posted within weekly modules in the Canvas course shell.

3. Access for Students

Recordings must be made available to enrolled students in Canvas within 24–48 hours of the class session.
- Faculty are responsible for ensuring that recordings are properly linked or embedded in Canvas in accordance with accessibility and privacy guidelines.

4. Retention and Compliance
- Recordings are retained according to the institution's data retention and privacy policies.
- Faculty must follow institutional guidelines regarding the use of recordings, including student privacy protections under FERPA and other applicable regulations.

Attendance Policy

The Institute sets the following attendance policy.
1. Each student is expected to attend all class sessions.
2. The minimum required attendance is 80% of class. Students who have not attended 80% of the course and do not officially withdraw will receive a grade of "AW" (administratively withdrawn), unless they are eligible to receive an "I" (Incomplete) grade.
3. Students are encouraged to notify their instructor in advance if they expect to miss a class session.
4. Attendance is maintained with the Canvas LMS system within the Weekly Modules. In the online classroom attendance is measured weekly through an attendance link. Students are required to indicate they are "present" online by participating and engaging in discussion in the live Zoom course sessions weekly.
5. It is the student's responsibility to discuss the instructor's policy regarding missed work due to absence.
6. 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 for Student Success and the Dean of Educational Effectiveness and Outcomes Assessment, whereby an appropriate disciplinary or corrective action will be determined.

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. The online learning platform enhances the overall experience of the students by offering the convenience of technology and a "hub" of a classroom/website for each class. This platform is user-friendly, yet does require a basic level of computer use proficiency (able to email, type, and upload/download Word documents) to interact and complete courses. CIHS will provide each new student with training materials for the online learning platform. CIHS will also
be happy to provide training for students for the online learning platform, Zoom, or any other academic technology necessary for your course.

All CIHS courses include synchronous live class meeting components via Zoom or on-campus and asynchronous online delivery of materials via our learning management system, Canvas. For the asynchronous online component, students have continuous access to faculty and course content via Canvas for the duration of the academic quarter, which is equivalent to ten (10) weeks of instruction.

The number of days that will elapse between the institution's receipt of student lessons, projects, or dissertations and the institution's mailing of its response or evaluations is as follows:

- Lessons/Projects: Within seven (7) days
- Thesis/Dissertations: Within fourteen (14) days

Residency Requirements for Distance Learning

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

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. The Dean of Educational Effectiveness and Outcomes Assessment, in consultation with the faculty of record for the course, has 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 will have coursework evaluated and reported by the faculty using letter grades or administrative symbols. Grades and symbols are listed below together with grade point values.

GRADES AND SYMBOLS:

Letter Grade	**Grade Point**
A - Outstanding performance	4.0
B - Above average performance	3.0
C - Average performance	2.0
D - Below average performance	1.0
F – Fail	0

C - Credit. Student met courses requirements (does not enter into GPA calculations).
NC - Student did not meet course requirement to receive a passing grade (does not enter into GPA calculations).
P - Pass (does not enter into GPA calculations)

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

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

ADMINISTRATIVE SYMBOLS:

AU - NC (audit no credit): Prospective, Applicant, and Current students may audit courses for no credit/grade
AU- WC (audit with credit): Audit Students who are in the admissions process may audit courses to receive a grade and

course credits. At the time of admission, the audited course can be converted to full academic credit units. The regular course tuition rate applies.
I: Incomplete
AW: Administrative Withdrawal
W: Official withdrawal from course
IP: Course in Progress

Incomplete Grade Policy

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

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

Credit Hour Policy

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

CIHS Credit Hour Policy:

CIHS unit of credit hour policy is as follows:

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

- All CIHS courses must exhibit academic rigor and evidence of appropriate student achievement for the number of units awarded. Such rigor and evidence are assessed by:

    - Performance on course assignments – papers, tests, exams, quizzes, group-based activities and products, or other means;
    - Evidence of active student participation and preparation;
    - Student end-of-course evaluations;
    - Faculty self-assessments of the course, their teaching, student achievement, and the extent to which Course Learning outcomes have been met;
    - Class visits by the Provost/Dean of Outcomes Assessment and Educational Effectiveness/Program Directors and follow-up meetings with the instructors;
    - Program Director's assessment of the extent to which Program Learning Outcomes (PLOs), to which the CLOs are linked and are being met.

For Reference: WSCUC Credit Hour Policy (https://wascsenior.app.box.com/s/ymq3a07t8x5dz15p7s97**):**

The Commission defines credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that

1. Approximates not less than:

    a. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time; or

    b. At least an equivalent amount of work as required in paragraph 1.a. of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and

2. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels. Institutions have the flexibility to award a greater number of credits for courses that they can show require more student work.

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

BPPE defines a quarter unit of academic credit as follows:

> At least ten (10) hours of college or university level instruction during a quarter plus a reasonable period of time outside of instruction which an institution requires a student to devote to preparation for planned learning experiences, such as preparation for instruction, the study of course material, or completion of educational projects…." (Article 1, Section 71000, P. 5, California Code of Regulations).

Course Numbering Code

100-499 Undergraduate courses
500-699 Graduate courses organized primarily for graduate students at the master's level.

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

Independent Study

Independent Study courses allow students to pursue areas of interest that are personally and professionally relevant. Through collaboration with the California Institute for Human Science, students can tailor a program of study to their specific academic needs. Students may take a maximum of three Independent Study courses in each degree program, totaling no more than 15 units at the undergraduate level or 12 units at the graduate level.
Students must contact the Registrar to obtain and complete the Independent Study request packet. The completed packet must be submitted no later than the last day of the quarter immediately preceding the quarter in which the student intends to take the Independent Study course. For example, a student planning to take an Independent Study course in Fall Quarter 2026 must submit the completed packet by the last day of Summer Quarter 2026.

All Independent Study courses must be approved by the Program Director and the Dean of Outcomes Assessment and Educational Effectiveness before the study may begin. Submission of the packet does not constitute approval.

Auditing Courses (Prospective and Current Students)

Non-Matriculated Students – No Credit/Grade Audit Option
Non-Matriculated students who wish to audit a class without applying for full admission to a program must submit a non-matriculated student application and registration form to the Registrar. Non-Matriculated students will register for the course audit option without a grade. Students will receive a CIHS email and be enrolled in the Canvas course shell as an observer to the course. The registration form will be processed by the Registrar and the applicant will be informed of next steps.

Students Applying to CIHS – No Credit/Grade Audit Option
Prospective students who wish to audit a class while they are still going through the admissions process for a degree program may audit a course for no credit/no grade by completing the Audit Registration Form. Courses taken under this status will not count for credit towards degree progression and completion of the student's degree program. Prospective students will complete the registration process and pay the associated fee for the course audit option without a grade. Prospective students will receive a CIHS email and be enrolled in the Canvas course shell as an observer to the course. The registration form will be processed by the Registrar and the applicant will be informed of next steps. Please note that Course Audit does not guarantee admission to CIHS.

Students Applying to CIHS – With Credit/Grade Audit Option
Students that are in the application process may take courses under Audit status (up to 8 units) that may be eligible to count for academic credit upon their admission to CIHS. Please note, students must meet all requirements for admission to audit courses in this process and all audit courses must be approved by the Registrar and Program Director in order for the credit to be applied toward the degree.

Applicants who wish to audit a class while they are still going through the admissions process for a degree program, are required to contact the Registrar to complete the registration form. Students will complete the registration process and pay the associated audit fee for the course audit option with credit/grade. The registration form will be processed by the Registrar and the applicant will be informed of next steps. Please note that Class Audit does not guarantee admission to CIHS.

Current Students – No Credit/Grade Audit Option
Current students may audit a course for no credit/no grade by completing the Audit Registration Form. Please note, all audit courses must be approved by the Registrar and Program Director. Audited courses will not count for credit towards degree progression and completion of the student's degree program. Current students that audit a course will be enrolled

in the Canvas course shell as an observer to the course.

Prospective students audit the course with all assignments/exams/papers the same way other students do and receive a grade. Once the admission is complete and the enrollment agreement is signed, this grade will be added to their transcript with a fee. The fee is calculated using actual tuition in the enrolled academic year minus the published interim audit fee on our website.

Process to Request Audit
Applicants and Non-Matriculated Students
Applicants who are going through the admissions process that wish to audit courses should alert the Admissions Office and be directed to the Program Director and Registrar Office to discuss the options for courses and complete the necessary paperwork.
Non-Matriculated Students who wish to audit a class without applying for full admission to a program must submit a non-matriculated student application and registration form to the Registrar Office. Student details will be shared with Admissions and Program Directors.

Current Students
Students contact the Registrar Office to request an Audit Form. Audit Form requires signature from the Program Director.

Current Audit Fees
Please see the tuition and Fees section on our website.

Academic Counseling

Academic advising and counseling is provided by Program Directors. Requests for appointments should be directed to the program director and 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 views each student's progress and advises the student on course selection for the upcoming quarter.

Academic Dishonesty

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

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

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

Plagiarism

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

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

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

PLAGIARISM AND THE INTERNET:

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

USEFUL STRATEGIES TO AVOID PLAGIARIZING ANOTHER PERSON'S WORK:

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

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

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

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

General Standards of Conduct

Students of CIHS are expected to obey the law, and the rules and regulations of the Institute. Students are expected to take responsibility for their own conduct, to respect the rights of others, and to have regard for the preservation of the Institute's property and the private property of others. Students are expected to behave in a professional manner at school,

at any practicum placement, school-sponsored activities, professional meetings, and in profes- sional correspondence and discourse, including online professional discussions.

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

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

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

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

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

Student Email Account Retention Policy

California Institute for Human Science (CIHS) provides each enrolled student with an official CIHS-issued email account (cihs.edu) for academic, administrative, and communication purposes. The following guidelines outline the retention of student email accounts after withdrawal or graduation:

- Withdrawn Students
  Students who withdraw from CIHS will retain access to their CIHS-issued email account for a period of six (6)

months following the official withdrawal date.

- Graduating Students
  Students who graduate from CIHS will retain access to their CIHS-issued email account for a period of twelve (12) months following the official date of graduation.

- Temporary Email Forwarding
  1. Students who wish to continue receiving messages sent to their CIHS-issued email account after the retention period has expired may request temporary email forwarding.
  2. Temporary email forwarding will redirect incoming CIHS email to a personal email account designated by the student.
  3. Email forwarding may be granted for up to thirty (30) days and must be requested in advance of account expiration.

- Account Deactivation
  After the designated retention period (including any approved forwarding period), the CIHS-issued email account will be deactivated and all associated data permanently deleted in accordance with institutional data management practices.

- Student Responsibility
  Students are responsible for saving and transferring any personal or academic records from their CIHS-issued account prior to expiration.
  CIHS is not responsible for the recovery of emails or files once an account has been deactivated.



Student Rights

Right of Petition

Students may petition for review of certain Institute academic regulations when unusual circumstances exist. Petition procedures are outlined in the Student Handbook with other applicable academic policies.

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

GRIEVANCE POLICY

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

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

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

GRIEVANCE COMMITTEE

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

GRIEVANCE PROCEDURE

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

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

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

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

Step One—INFORMAL RESOLUTION.
The Dean for Student Success will attempt to resolve the problem through informal means. If such informal means do not resolve the matter within ten (10) calendar days, the President will appoint members to the Grievance Committee to handle unresolved grievances.

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

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

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

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

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

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

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

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

Evaluation of Faculty

Faculty are evaluated annually through the following means:
- Student course evaluations administered by the Dean of Outcomes Assessment and Educational Effectiveness at the conclusion of each Quarter – results that meet the required minimum response threshold are distributed quarterly to faculty. All student course evaluations are confidential, and results are presented in aggregate form reports.
- Observation by the Program Director and the Provost - courses are observed at least once annually by the Program Director or the Provost.
- Faculty self-evaluation - Each faculty member completes a Faculty Evaluation form for each course taught during each quarter. The results of the faculty self-evaluation form are shared with the Program Director and Provost.
- Faculty scholarship survey- faculty complete an annual faculty scholarship survey to track and assess participation in faculty scholarship activities.

The Dean of Outcomes Assessment and Educational Effectiveness oversees all the above means of evaluation and shares data and reports with the program directors to assist in the facilitation of faculty development and improvement of teaching and student learning.

Dissertation Process and Sequence

The dissertation process is described in the "Doctoral Dissertation Guide" that is provided to students when enrolled in 896 Dissertation Topic Research course. Students pursuing a doctoral degree, and faculty teaching and advising doctoral students, should consult the Guide during this process. The sequence includes four courses:

- 896 Dissertation Topic Research (completion of Chapter 1 draft);
- 897 Dissertation Methodology Review (completion of chapters 1, 2, and 3, which constitutes the dissertation proposal);
- 898A Dissertation I (completion of Chapter 4); and
- 898B Dissertation II (completion of Chapter 5 and the dissertation oral defense - which is open to the CIHS community and the public).

The dissertation must be completed with the unanimous approval of all committee members after the dissertation oral defense. The student must submit one PDF copy and two bound copies to the Registrar for dissertation binding, one for student and another for CIHS. The student ensures that all doctoral program fees have been paid in full. Students who exceed the timeline policies set out in "Satisfactory Aca- demic Progress" may be subject to a $250 charge per quarter and to administrative review of their academic status. The dissertation sequence at CIHS is designed to promote quality, original doctoral research, characterized by close review of progress, and a thorough process of approvals by committee members and the CIHS administration. An overview and guidelines for undertaking a dissertation are provided within the Canvas learning management system.

Doctoral Candidacy Exam

The Doctoral Candidacy Exam includes two components; "Portfolio of Written Work" and the "Oral Examination" as noted below. Each academic school (Psychology, Integral Health, Integral Noetic Sciences) has the freedom to operationalize the two components as it chooses and to determine if the candidate has completed the exam successfully. At that point a student may initiate "dissertation sequence" courses (896, 897, 898 A & 898 B) and work with a dissertation committee to develop the dissertation. All students who take the Doctoral Candidacy Examination must have completed the required coursework, including completion of core courses and elective course credits.

Candidacy is the demonstration by an enrolled doctoral student by a readiness to conduct dissertation research and complete the dissertation. Readiness includes having the requisite writing skills (with facility, in the case of CIHS, to use American Psychological Association [APA] Style as set out in the 7th edition of the APA Style Manual), the req- uisite research skills (including quantitative and/or qualitative methods, with the emphasis on the methods to be used in the dissertation), and the requisite thinking skills (including a capacity to develop compelling questions or pose compelling problems, and a capacity to review and think across parameters in advance of the examination. In brief, the two members of the school and the student can work together, if the two members wish, to determine the precise nature of the examination. We believe the examination should be an opportunity for the student to demonstrate his or her knowledge of the fields relevant to the school and his or her passions and interests within those fields. The examination should allow the student the opportunity to shine – that is, to share with others the
excitement of intellectual discovery he or she has accumulated in the school to that point. It should be an enjoyable experience for everyone present – the student, the two members of the school, and the Provost.

The oral examination will be evaluated on a "Pass/No Pass" basis and in terms of (a) the student's ability to commu- nicate effectively to professional colleagues on areas of common interest; (b) the student's capacity to think spontaneously and to frame coherent arguments in a professional setting; and (c) the student's knowledge of the fields of study that are the focus of the school or of specific areas of knowledge determined by the student and the two members of the school and Provost. If the student receives a "Pass," and if the written work described below is deemed sufficient to merit a

"Pass," the student can move into the dissertation sequence and initiate the dissertation. If the student receives a "No Pass," he or she will be required to repeat the oral examination within one month, at which time he or she must earn a "Pass" to continue into the dissertation sequence. The student should indicate clearly, however, that he or she is ready to take the oral examination, and the 2 members of the school should feel confi- dent that the student is ready; a "No Pass" evaluation should be an unexpected outcome.

Portfolio of Written Work:

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

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

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

Oral Examination:

The oral examination of candidates should be a 45-60 minute session in which at least two members of the school and the Provost are present. The intent of the oral examination is to assess a student's broad knowledge of prin- cipal concepts and practices in the fields that are relevant to the school and the curriculum. The examination can be oriented to specific coursework pursued by the student and/or to the students' expressed interests, and the two members of the school who will be examining the student. The faculty can choose to leave the examination open-ended and provide no advance guid- ance or to discuss examination passing.

Final Outcome:

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

Dissertation and Thesis Guidelines

Students in master's programs have the option to complete a capstone project or a thesis. Students in doctoral programs complete a dissertation as described above. Guidelines for each of these are provided in Canvas as well as the Student Resource Center.

Graduation Requirement

Graduation requires that students successfully complete the course of study prescribed in their program, meet all financial obligations, and be recommended for graduation by their Program Director and/or the Administration. The Registrar will provide all students who are eligible to graduate with a degree audit as well as graduation process materials. Diplomas will not be released until all outstanding obligations, fees, or holds due to CIHS are cleared.

Career Services

CIHS does not provide formal employment placement services. However, administrators and faculty may provide referrals, resources, guidance, and recommendations, when appropriate, to support students' professional and career development.

Social Security Number Requirement and Use

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



Admissions

CIHS enrolls students on a quarterly basis. New students are able to begin their studies in the Fall, Winter, Spring, or Summer term. Each quarter (academic term) is 10 weeks long. CIHS online classes are generally based on the U.S. Pacific Time Zone.

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.

CIHS prides itself on the evaluation of the whole student and the individual's experience. GRE exams are not required for admission into any of our degree programs. 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 Admission Requirements

An applicant may be admitted to CIHS full-time or part-time. CIHS is approved by its accrediting body, WSCUC, to offer its degree programs through online distance education for international students outside the United States. All classes are offered in the U.S. Pacific Time Zone.

CIHS does not issue I-20 forms for students seeking F-1 student visas. International students enrolling in CIHS online programs do not need an I-20 or an F-1 visa, as they may complete their studies remotely from their home country or another location outside the United States, without having to physically come to the U.S. to attend CIHS. As a result, online international students can save money by foregoing the travel and living expenses that would otherwise be needed to study in the United States. For more details, see the International Students section below.

- To be admitted into one of CIHS' master's degree programs, the applicant must have earned a bachelor's degree from a regionally accredited institution in an academic area of study relevant to the master's degree program to be undertaken at CIHS. Evaluation by the Program Director may provide entry with one or more prerequisites if the applicant's Bachelor's degree is entirely unrelated to the graduate program at study at CIHS.

- To be admitted into one of CIHS' PhD degree programs, the applicant is required to have obtained a master's degree from a regionally accredited institution in an academic area of study relevant to the PhD degree program to be undertaken at CIHS. When deemed necessary, the applicant may be required to take validating examinations or preparatory work/prerequisite courses. If the MA master's degree is in a different field, approval by the Program Director is necessary.

How to Apply to CIHS

To apply to any program at CIHS, the materials listed below must be submitted to the CIHS Admissions Office. All supporting documents (except for official transcripts and proof of degree completion) must be uploaded to our online application form at the time of application submission unless specified otherwise. Official transcripts and proof of degree completion should be sent directly to CIHS from the issuing institutions via email to admissions@cihs.edu (preferred method) or via mail at the address below.

1. A completed online application via apply-online
2. Non-refundable application fee:
   - Online Domestic applicants (U.S. citizens and permanent residents) $65
   - Online International applicants $100
3. Official undergraduate (Bachelor's) degree transcripts with proof of degree completion/graduation. Applicants with multiple degrees (such as Master's and PhD) must also submit their official graduate-level Master's and PhD transcripts with proof of degree completion/graduation, if available. Applicants for the PhD program must submit official copies for both their Bachelor's and Master's degree transcripts with proof of degree completion.
   - All undergraduate and graduate transcripts with proof of degree completion must be e-mailed directly from the issuing institution(s) to CIHS at admissions@cihs.edu.
   - Please note, CIHS does not accept unofficial transcripts sent by applicants.
   - Applicants for the Integral Health Yoga Therapy concentration must submit their C-IAYT certificate and C-IAYT-approved school transcripts, if available
4. Two letters of recommendation from individuals who can address your academic and/or professional qualifications. The person recommending you may use the online form at www.cihs.edu/letter-of-recommendation or e-mail the letter of recommendation to admissions@cihs.edu with your name in the subject line.
5. A personal essay in which you explain the reason(s) for seeking admission to CIHS. The essay demonstrates that you have read the CIHS website, understand the CIHS mission, and have some knowledge of the field of study related to the program for which you are applying. Please explain how this program could add to your academic background and help you fulfill your professional and/or personal goals. The suggested length and format of the narrative are: 1-2 pages, double-spaced, Times New Roman font, Font Size: 12, approximately 250-500 words. Applicants may exceed this limit if needed.
6. A current curriculum vitae (CV) or resume.
7. A representative sample of academic or professional writing or publication(s). For tips on how to choose a writing sample, please click here.
8. Additional requirements for International Students can be found in the international student section below.
9. Additional requirements for applicants seeking a PhD in Psychology: This program requires an online interview with the program director.
10. Additional requirements for applicants seeking an MS in Artificial General Intelligence. Applicants without a STEM or software background are asked to submit a technical artifact — a working demo, a vibe-coded project, an agent-assisted build, or similar — showing they can produce, run, and explain something non-trivial

Documents submitted by e-mail (preferred method)
admissions@cihs.edu

Documents submitted by mail
California Institute for Human Science
Admissions Office
701 Garden View Court
Encinitas, CA 92024

What Happens After You Apply

Once your online application is submitted and your official transcripts and other supporting documents have been received by the Admissions Office, your file will be evaluated by the Admissions Committee and an admission decision will be rendered. This process usually takes a couple of weeks from the time we receive ALL your supporting documents; therefore, we strongly recommend that you don't delay sending us the required admission documents. Accepted students will be notified via email.

Accepted Students

Once you have been officially accepted into a degree program at CIHS, our Registrar's Office will send you information on the next steps, including the CIHS Enrollment Agreement forms. Once you complete and sign the Enrollment Agreement forms, our Registrar will then provide you with your CIHS email address and CIHS student ID number. In addition, 1) information on how to select your first term classes under the guidance of your Program Director, 2) how to register for classes during the registration period using the proper online registration form, 3) how to pay your first term tuition and fees, 4) and how to access your online classes-will all be provided to you via email. 5) Finally, our Dean for Student Success will send you information on our new student virtual orientation program. All new students are required to attend this important program prior to the start of their first term at CIHS.

International Students

CIHS welcomes students from all over the world!

Online Study from an International Location:
CIHS is approved by its accrediting body, WSCUC, to offer its degree programs through online distance education for international students outside the United States. All classes are offered in the U.S. Pacific Time Zone.

CIHS does not issue I-20 forms for students seeking F-1 student visas. International students enrolling in CIHS online programs do not need an I-20 or an F-1 visa, as they may complete their studies remotely from their home country or another location outside the United States, without having to physically come to the U.S. to attend CIHS

As a result, online international students can save money by foregoing the travel and living expenses that would otherwise be needed to study in the United States.

ADDITIONAL ADMISSION REQUIREMENTS FOR ALL INTERNATIONAL APPLICANTS (Online and/or In-Person):

- If your transcripts and academic records are not in English, you must submit an official, notarized, word-for-word, literal translation for all academic records (transcripts and diplomas) along with the documents in the original language. Translations can be done in your home country by any bona fide translating agency.

- Transcripts issued by foreign universities that don't follow the U.S. grading system must be sent to one of the following NACES-approved or AICE-approved foreign credential evaluation agencies for a Course-by-Course credit evaluation (Please do NOT request a Document-by-Document evaluation):

    - www.ierf.org
    - www.wes.org
    - www.ece.org
    - www.spantran.com

English Proficiency: Students whose native language is not English must submit a satisfactory English test score in one of the following English proficiency tests:

o	IELTS-Academic	6.5 or higher
o	TOEFL iBT	79 or higher (CIHS TOEFL School Code is D107)
o	Cambridge CEFR*	C1 Level or higher (*CEFR= The Common European Framework of Reference)
o	Duolingo	110 or higher
o	Pearson Test of English (PTE) Academic: 53 or higher	

Please note, if the student has graduated from a college in the United States, another English-speaking country, a college where the language of instruction is English, or has completed the highest level of an intensive English language program in an English-speaking country like the U.S. or Canada and can show proficiency in the language, the TOEFL/IELTS requirement may be waived upon the discretion of the Admissions Committee.

Auditing Courses

Please see the Auditing Courses (Prospective and Current Students) section of this catalog for information about auditing courses.

Transfer Credit Policy

Students may request to transfer units from US regionally accredited institutions. They may also request to transfer credit non-regionally accreditated U.S. institutions and foreign institutions, which are subject to additional evaluation requirements. All transfers are subject to review and approval by the Registrar's Office. Please note that CIHS has the final discretion to approve transfer credits.

- Coursework must be recent enough to be currently valid and relevant to the student's academic and career goals; generally, a six-year limit is placed on transfer credit.
- Request for transfer credit may be submitted during the first two quarters of your enrollment at CIHS but not thereafter. To transfer credits, the student should submit an official request for evaluation and approval to the Program Director along with the Request to Transfer Courses form.
- Students are ineligible to transfer in any undergraduate work toward the MA to CIHS.
- Students are ineligible to transfer in any Master's level coursework toward the PhD to CIHS.
- 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 experience.

- Courses transferred cannot have been used as part of the basis for a previously-awarded degree.
- To substantiate course content and level, students may be required to submit the college catalog description, course notes, records, texts studied, or a statement from the instructor.

MA Students

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

PhD Students

For students pursuing a Doctor of Philosophy degree in Integral Noetic Sciences or Integral Health, a maximum of sixteen (16) quarter units (4 courses) for graduate coursework earned in the student's field of study may be transferred from a regionally accredited institution.

For students pursuing a Doctor of Philosophy degree in Psychology, students may transfer in up to 8 quarter graduate units (2 courses) completed within the last 5 years with a grade of B (or equivalent) or above in an institutionally accredited graduate program, or the international equivalent, provided that the prior coursework is determined by the CIHS Psychology Program to be equivalent to courses in the required curriculum and that the coursework is not part of the basis for an awarded degree. The official request for transferring units into the program must be filed during the first quarter of attendance at CIHS.

Please note that CIHS has the final discretion to approve transfer credits.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT CIHS

The transferability of credits you earn at CIHS is at the discretion of the institution you may seek to transfer them to. 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)



Financial Information

Tuition and Fees

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

CIHS values its affordability and accessibility. With approval from the Board of Directors, CIHS may change tuition at any time.

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

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 the 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 an additional $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. All students must be current in tuition payment at the end of the quarter in order to enroll in subsequent courses.

Tuition Refund Policy

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

The student has a right to a full refund of all charges less the $65 withdrawal fee from the course if the student decides to withdraw from the course prior to or on the first day of instruction. Before a student can withdraw from a course, the student must first speak to the instructor responsible for the course. The student must then contact the Registrar to receive the appropriate form for withdrawal.

A “W” grade means withdrawn, and it has no impact on grade point averages. A grade of “W” will not be recorded if the student drops within the first ten percent of the course.

Students may 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 70% or less of the instruction. If the student withdraws after completing more than 70% of the course, the tuition will be forfeited. The withdrawal date is the day the paperwork is filed. Students not participating, attending, or taking administrative action to withdraw from the class within the designated time frame will forfeit tuition and related fees.

Student’s Right to Cancel

1. A student has the right to cancel the enrollment agreement and obtain a full refund of all charges less the amount of a $65 withdrawal fee from the course if the student decides to withdraw from the course prior to or on the first day of instruction or or the seventh (7th) day (calendar days) after enrollment, whichever is later.
2. After the end of the cancellation period, students have the right to discontinue attendance at any time, and have the right to receive a pro-rata refund if they have completed 60 percent or less of the program.
3. Cancellation may occur when the student submits the Drop Form from the Office of the Registrar. The cancellation date will be determined by the submission date of the Drop Form.
4. The cancellation of the Student Enrollment Agreement is effective after the submission of the Withdrawal Form, which shows that the student no longer wishes to be bound by the Student 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 CIHS will not be considered until these obligations are met, at which time students will be subject to the re-admission requirements for withdrawn students.

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

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

Financial Aid

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

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

State of California Student Tuition Recovery Fund (STRF)

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

Effective **April 1, 2024**, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges to zero dollars ($0.00) per one thousand dollars ($1,000) of institutional charges. (5, CCR section 76120). Institutions will still be required to complete and submit all STRF Assessment Reporting Forms on a quarterly basis and maintain specified student information for STRF-eligible students.

The Office of Student Assistance and Relief

Established by Senate Bill 1192, the Office of Student Assistance and Relief (OSAR) was created for the purpose of advancing and promoting the rights of students of private colleges, and assisting students who suffer economic loss due to the unlawful activities or closure of a private college. In collaboration with various State and federal agencies including the California Student Aid Commission, California Community Colleges Chancellor's Office, Department of Veterans Affairs, U.S. Department of Education and the federal Consumer Financial Protection Bureau, the OSAR is committed to assisting California students and addressing the needs of those students attending private college.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting https://www.osar.bppe.ca.gov/.

Contacting the Bureau of Private Post-Secondary (BPPE)

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

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
(888) 370-7589

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 during the signing of 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 website.



Student Information & Institutional Policies

Non-Discrimination Statement

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

Harassment/Sexual Misconduct/Discrimination/Retaliation Prevention Policy

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

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

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

DEFINITIONS OF KEY TERMS

PROTECTED CLASSIFICATIONS

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

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

DISCRIMINATION

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

HARASSMENT

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

SEXUAL HARASSMENT

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

- Unwelcome sexual advances, propositions, or requests for sexual favors. In general, a polite first invitation for a date does not constitute an unwelcome sexual advance. Unwanted pressure for dates, however, including pressure after an initial invitation has been declined, may be an unwelcome sexual advance;
- Unwelcome touching, patting, pinching, or brushing up against another's body or clothing;
- Showing/displaying sexually suggestive, demeaning, or objectifying objects, pictures, or words (including on screens, whether or not intended to be seen by others);
- Sexually suggestive jokes;
- Unwelcome comments about an individual's body, clothing, or lifestyle that have sexual implications or demean the individual's sexuality or gender;
- Unwelcome sexual flirtations (including leering or ogling);
- Threatened, insinuated, or actual sexual misconduct or sexual violence, whether general or specific in

nature;

- Other unwanted verbal, visual, or physical conduct of a sexual or sex-based nature may constitute sexual harassment when:
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic success or employment;
  - Submission to or rejection of such conduct by an individual is used, threatened, or insinuated as the basis for an academic decision or employment affecting that individual; or
  - Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive academic or work environment.

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

- It is no defense that the recipient appears to have voluntarily "consented" to the conduct at issue. A recipient may not protest for many legitimate reasons, including not wishing to be or appear insubordinate or to avoid being ostracized.
- Simply because no one has complained about a joke, gesture, picture, physical contact, or comment does not mean the conduct is welcome. Harassment can evolve over time. The fact no one is complaining now does not preclude anyone from complaining if the conduct is repeated in the future.
- Conduct can constitute harassment in violation of this Policy even if the individual engaging in the conduct has no intention to harass. Even well-intentioned conduct can violate this Policy if the conduct is directed at or implicates a protected classification and if an individual of the recipient's same protected classification would find it offensive (e.g., gifts, excessive attention, nicknames).
- The determination of what constitutes harassment will depend on specific facts and the context in which the conduct occurs.

SEXUAL MISCONDUCT

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

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

For further definitions, see Section K of this Policy in the CIHS Student Handbook.

RETALIATION

"Retaliation" is adverse action taken against an individual because that individual has, in good faith:

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

Academic Freedom

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

Diversity Statement

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

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

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

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

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

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

Statement of Commitment to Diversity:

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

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

Code of Honor

CIHS students must take responsibility for:

- Be on time for 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 interferes with academic effectiveness

Anti-Hazing Policy

CIHS is committed to maintaining a safe and respectful educational environment. Hazing in any form is prohibited. Hazing is any action or situation, whether occurring on or off campus, that recklessly, intentionally, or knowingly endangers the physical, mental, emotional, or academic well-being of a student or other member of the CIHS community for the purpose of initiation into, affiliation with, holding office in, maintaining membership in, or participating in any group, organization, or activity.

An individual's willingness to participate in an activity does not negate the possibility that the activity constitutes hazing.

Examples of hazing include, but are not limited to:
Physical abuse or threats of physical harm;
Forced consumption of food, alcohol, drugs, or other substances;
Sleep deprivation;
Intimidation, humiliation, ridicule, or degradation;
Conduct that causes mental or emotional distress;
Activities that interfere with academic responsibilities; and
Any activity that violates applicable law or Institute policy.

Students who participate in, encourage, organize, assist, or permit hazing may be subject to disciplinary action pursuant to the Institute's student conduct procedures.
Individuals who believe they have experienced or witnessed hazing are encouraged to report the conduct to the Dean for Student Success.

General Standards of Conduct

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

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

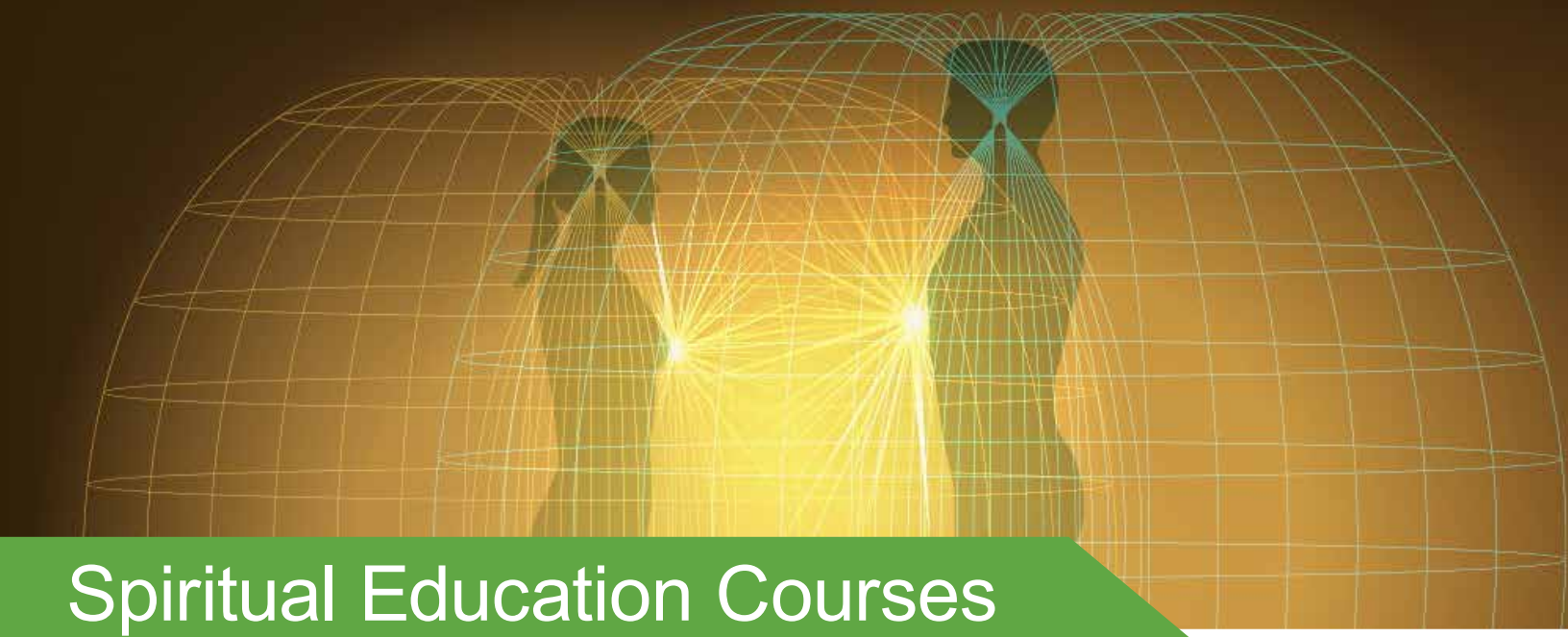
Forms of unacceptable conduct leading to disciplinary action include, but are not limited to, the following:

- Violation of CIHS' Harassment/Sexual Misconduct/Discrimination/Retaliation Prevention Policy.
- Violation of CIHS' Drug and Alcohol-Free Environment Policy.
- Violation of CIHS' Code of Honor.
- Violation of CIHS' Anti-Hazing Policy
- Willful or persistent smoking in any area where smoking has been prohibited
- Bringing or using weapons (or facsimile thereof) of any kind, including knives, firearms, fireworks, or explosives, to the campus.

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

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

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



Spiritual Education Courses

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

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

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

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



Department of Artificial General Intelligence

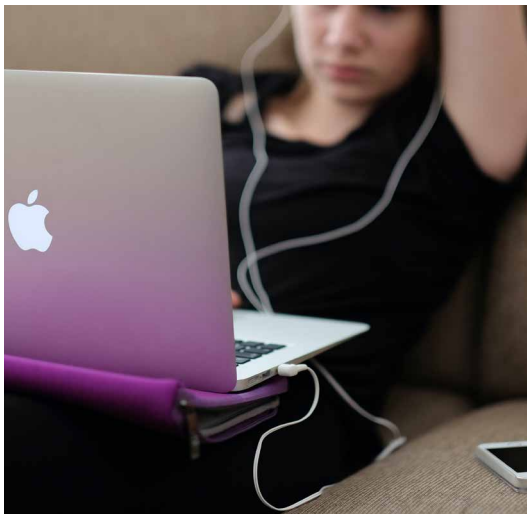
Artificial General Intelligence Programs

- **Master of Science in Artificial General Intelligence**

Mission

The Department of Artificial General Intelligence (AGI) is dedicated to the following goals:

1. To provide rigorous technical training in the theory, mathematics, algorithms, and system architectures that underlie artificial general intelligence, so that graduates can contribute directly to research and development at the frontier of the field;
2. To situate that technical training within the study of consciousness, cognition, and mind, drawing on neuroscience, cognitive science, philosophy, and the contemplative traditions that inform the Institute's wider work;
3. To prepare students to reason carefully about the ethical, economic, political, and existential consequences of building machines that think, and to weigh those consequences in their own technical choices;
4. To cultivate a transdisciplinary research culture in which computer scientists, cognitive scientists, philosophers, and consciousness researchers work on shared problems and communicate across their differing methods and vocabularies; and
5. To examine what the emergence of general machine intelligence implies for human identity, purpose, and spiritual life, and to graduate practitioners who hold those questions open rather than treating them as settled.





Master of Science in Artificial General Intelligence

PURPOSE

The Master of Science (M.S.) program in Artificial General Intelligence is a technically rigorous degree that prepares students for research, development, and leadership roles in one of the most consequential technological and cultural developments of our time. The curriculum covers the theoretical foundations of general intelligence, the algorithms and data structures that support it, cognitive and neural systems, computational models and cognitive architectures, logical and creative reasoning, evolutionary learning, and robotics, alongside sustained study of consciousness, ethics, and the effects of AGI on global society. The program is offered fully online. Students may begin in any quarter and may study full-time or part-time. Courses are offered on an annual rotation (see Course Rotation below). Graduates leave with both the computational expertise the AGI field demands and the broader perspective on consciousness and human existence that distinguishes CIHS graduates.

PROGRAM LEARNING OUTCOMES

Graduates of the CIHS AGI M.S. program will be able to:

PLO 1: Foundations: Synthesize theoretical foundations of artificial general intelligence with consciousness studies and cognitive science perspectives to develop comprehensive frameworks for intelligent systems research.

PLO 2: Design: Design computational models and architectures for AGI systems using advanced algorithms, data structures, and software development methodologies.

PLO 3: Research: Apply quantitative and qualitative research methods to investigate cognitive dynamics, emergence, and consciousness in artificial systems while maintaining ethical considerations.

PLO 4: Communication: Articulate the transdisciplinary nature of AGI research through written and oral communication, integrating perspectives from neuroscience, philosophy, computer science, and consciousness studies.

PLO 5: Society: Evaluate the implications of AGI development for human existence and global society, incorporating ethical frameworks and sustainable development principles.

PREREQUISITES FOR ADMISSION

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

Applicants are expected to arrive with undergraduate-level mathematics including linear algebra, probability theory, and basic calculus; programming proficiency in Python or a comparable language; and undergraduate coursework in artificial intelligence or cognitive science, or equivalent professional experience.

Acceptance is subject to transcript review and an admissions interview, and may be subject to additional prerequisites. Based on transcript review, the Program may require students whose preparation does not cover the areas above to complete additional coursework. Admitted students are responsible for providing their own laptop and are informed during admissions of the hardware, software, and cloud computing resources they will be expected to supply.

DEGREE REQUIREMENTS

Fifty-eight (58) graduate quarter units are required to complete the M.S. degree program in Artificial General Intelligence. Full-time students complete the program in six or seven quarters, depending on the quarter in which they begin: six for students who begin in Fall or Spring, and seven for students who begin in Winter or Summer. Part-time students enroll in at least 4 units per quarter and typically complete the program in 12 or 13 quarters. The maximum time to complete the program is 14 quarters (3.5 years). Each student follows a degree plan approved by the Program Director and reviewed before each registration period. The curriculum consists of 15 required core courses and 2 elective courses selected from the list below. Students with strong backgrounds in one or more equivalent courses may substitute alternative courses at the discretion of the Program Director.

Core courses	50 units
Electives	8 units
TOTAL	58 units

CORE CURRICULUM

- AGI 501 Foundations of AGI I: Essentials & Theoretical Frameworks (4 units)
- AGI 502 Algorithms & Data Structures for AGI (2 units)
- AGI 503 Consciousness Studies for AGI Researchers (4 units)
- AGI 504 Foundations of AGI II: Computational Models & Architectures (4 units)
- AGI 505 Introduction to Cognitive and Neural Systems (4 units)
- AGI 506 Research Methods for AGI (Qualitative and Quantitative) (2 units)
- AGI 507 Foundations of AGI III: Cognitive Dynamics and Emergence (4 units)
- AGI 508 Ethics and Philosophy of AGI (4 units)
- AGI 510 Final Project Seminar I (2 units)
- AGI 514 Final Project Seminar II (2 units)
- AGI 515 Motivation, Attention and Consciousness in AGI Systems (4 units)
- AGI 517 Self-Improving AGI and Superintelligence (4 units)
- AGI 518 AGI and Global Society (4 units)
- AGI 590 Master's Final Project Research (2 units)
- AGI 591 Master's Final Project Completion (4 units)

Total Core Curriculum Units: 50 Units

Corequisite for AGI 501: AGI 502
Prerequisite for AGI 504: AGI 501 and AGI 502
Prerequisite for AGI 507: AGI 504 and AGI 505
Prerequisite for AGI 515: AGI 503, AGI 505, and AGI 507
Prerequisite for AGI 517: AGI 507
Prerequisite for AGI 510: AGI 506 and AGI 507 (AGI 507 may be taken concurrently)
Prerequisite for AGI 514: AGI 510
Prerequisite for AGI 590: AGI 514
Prerequisite for AGI 591: AGI 590

ELECTIVE COURSES

Students select two of the following courses, taken after completing AGI 507. Two electives are offered each year, and students complete two electives from those available in the rotation.

- AGI 511 Logical and Creative Reasoning for AGI Systems (4 units)
- AGI 512 Computational Creativity (4 units)
- AGI 513 Evolutionary Learning for AGI (4 units)
- AGI 519 Robotics for AGI (4 units)
- AGI 520 Advanced Topics in AGI (4 units)

Prerequisite for AGI 511, AGI 512, AGI 513, AGI 519, and AGI 520: AGI 507

COURSE ROTATION

AGI courses are normally offered as follows:

Fall: AGI 501, 502, 503, 507, 510, 517, 590, and one elective
Winter: AGI 504, 505, 506, 514, 515, 518, 591, and one elective
Spring: AGI 501, 502, 507, 508, 510, 517, 590, and one elective
Summer: AGI 504, 505, 506, 514, 515, 518, 591

The elective offered in Fall is offered again in Spring, and a different elective is offered in Winter. The electives for each year are announced before registration. Additional sections may be offered when needed to keep a student's degree plan on schedule. The rotation is subject to change based on enrollment.



Department of Integral Health

Integral Health Programs

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

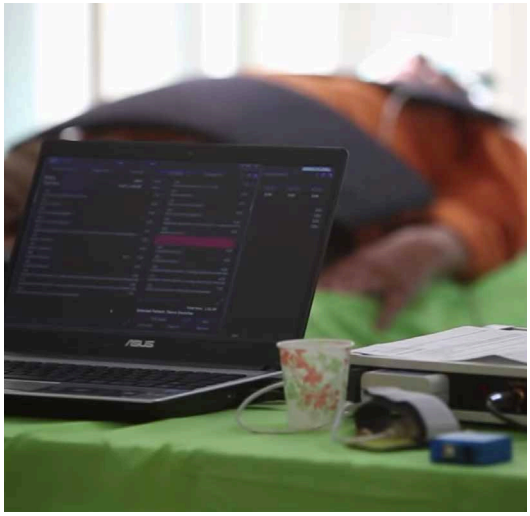
MISSION

Integral Health: A Transdisciplinary Study of Human Wellness

Integral Health: A Transdisciplinary Study of Human Wellness
A core component of the Institute's academic vision, Integral Health stands as a vibrant and transformative discipline, dedicated to understanding the human experience as an intricate unity of body, mind, and spirit. This field invites scholars to delve into the profound complexity of what it means to be human, embracing the rich diversity of global cultures and intellectual traditions.

Integral Health transcends traditional boundaries, weaving together the insights of Eastern and Western thought in a dynamic, cross-disciplinary exploration. From ancient wisdom to cutting-edge science, this program fosters a deep engagement with the principles of well-being and the challenges of illness, encouraging students to forge new pathways in the study and practice of health.

Offered at both the MA and PhD levels, the Integral Health curriculum is designed to inspire and empower. It provides a robust foundation for research into health assessment and healing modalities, while remaining transdisciplinary and adaptable to meet the needs of students who are passionate about the healing arts—whether as researchers, practitioners, or both. This program is an invitation to those who seek to advance knowledge and practice, exploring the interconnected dimensions of human wellness with curiosity and rigor.





Integral Health is more than an academic pursuit; it is a journey into the heart of what it means to transform oneself and the communities in which we live, work and play. It calls to those who are ready to bridge disciplines, honor diverse perspectives, and contribute to a deeper understanding of health as a holistic, transformative force.

Master of Arts in Integral Health

PURPOSE

The Master of Arts in Integral Health offers a dynamic and integrative curriculum crafted to equip graduate students with a robust foundation for exploring the complexities of human wellness. At its heart, the program immerses students in Global Philosophical Traditions, Consciousness Studies, and Research Methodologies, fostering a deep understanding of health as a synthesis of body, mind, and spirit.

The academic journey begins with a series of core courses tailored to the MA level, grounding students in the principles of Integral Health. From there, students have the freedom to shape their path through a variety of options: selecting from a rich array of elective courses, pursuing a pre-designed program concentration, or crafting a personalized concentration in collaboration with the Program Director. This flexibility allows students to draw from electives within Integral Health or from related MA programs, such as Psychology or Integral Noetic Sciences, fostering a truly transdisciplinary experience.

The culmination of the program is the Master's Thesis, an opportunity for students to synthesize their learning and contribute original insights to the field. This capstone project reflects the program's commitment to fostering innovative scholarship and practical application, preparing graduates to advance the study and practice of holistic health with depth and creativity.

PREREQUISITES FOR ADMISSION

Bachelor's degree, or a foreign equivalent, from a regionally accredited institution in a related field.
Acceptance is subject to transcript review and may be subject to additional prerequisites. Based on transcript review, the Program may require students with a Bachelor's degree in an unrelated discipline to complete additional course- work**.**

PROGRAM LEARNING OUTCOMES

Graduates of CIHS MA in Integral Health program will be able to:

PLO 1: Comprehensive Knowledge and Transdisciplinary Application
Synthesize diverse fields within the human sciences, including integral health, global paradigms of health, philosophy of science, and reality theory. They will demonstrate a sophisticated understanding of the interconnectedness of these disciplines to develop a novel, transdisciplinary framework for addressing complex human challenges. This approach moves beyond simple integration, emphasizing how these distinct areas of study inform and enrich one another to create a holistic, synergistic understanding of human existence.

PLO 2: Integrated Communication and Relational Competence
Exhibit advanced communication skills, combining empathetic, relational awareness with formal, scholarly precision. They will apply an integrated view of human interaction to effectively convey complex ideas in both academic and professional settings. This outcome emphasizes the ability to communicate not only with intellectual rigor, but also with the emotional

intelligence necessary to build meaningful connections and foster collaborative environments.

PLO 3: Paradigmatic Innovation for Systemic Wellbeing
Design and construct new philosophical and scientific paradigms that create systematic approaches to wellbeing. This involves a creative and critical process of building new models that integrate insights from various knowledge traditions to address the multifaceted nature of human flourishing. The focus is on moving from theory to practice, developing innovative frameworks that can be applied to enhance individual, communal, and global wellbeing.

PLO 4: Integral Inquiry and Problem-Solving
Critically evaluate complex problems in the human sciences, employing an integrally-informed perspective. They will apply both qualitative and quantitative research methodologies to investigate and solve real-world challenges. This outcome highlights the ability to engage in rigorous, multidimensional inquiry that considers all facets of a problem—from internal experiences to external systems—to generate comprehensive and effective solutions.

DEGREE REQUIREMENTS

Fifty-six graduate quarter units are required to complete the Master of Arts degree program in Integral Health. Thirty-two core curriculum graduate quarter units are earned in eight core courses designed to establish a foundation in the systems of philosophy and research methods. If a student is continuing to a PhD program at CIHS, thesis units may be substituted with another elective course.

Core courses	32 units
Electives	24 units
TOTAL	56 units

CORE CURRICULUM

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

*Or IH 527 Paradigms of Health and Disease, or IH 681 Consciousness Based Medicine.

SAMPLE ELECTIVE COURSES

- IH 508 Introduction to AMI Research* (4 units)
  Prerequisite for IH 508: IH 505 Introduction to Qualitative and Quantitative Methods
- IH 525 Integrative Anatomy & Physiology (4 units)
- IH 605 Survey of Complementary Methods/Medicine (4 units)
- IH 612 Subtle Energy Devices Survey* (4 units)

Prerequisite for IH 612: IH 505 Introduction to Qualitative and Quantitative Methods

- IH 620 Electrophysiology & Biofeedback* (4 units)

Prerequisite for IH 620: IH 505 Introduction to Qualitative and Quantitative Methods

- IH 628 Quantum Concepts for Biology and Consciousness (4 units)
- IH 640 Biophysics of Neuroscience (4 units)
- IH 651 Psychoacoustics (4 units)
- IH 652 Subtle Energy System I (4 units)
- IH 677A Introduction to Biophoton Research* (4 units)

Prerequisite for IH 677A: IH 505 Introduction to Qualitative and Quantitative Methods

- IH 679 Human Bio-field: Scientific & Philosophical Concepts (4 units)
- IH 680 Topic of Special Interest (2-4 units)
- IH 681 Consciousness Based Medicine (4 units)
- IH 699 Independent Study (4 units)

*Laboratory course (additional fees apply).

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

Concentrations within the MA Degree Program

Individually Designed Concentrations:

The Individually Designed Concentration (IDC) option has been designed to meet the needs of students who wish to design a course of studies within a degree program. Students with IDC concentrations complete the same courses and 32 core course units for the degree program and design the IDC within the 24 elective course units. Individually Designed Concentrations may include existing courses or independent study courses. Students who wish to pursue an IDC should schedule a meeting with the Program Director to review administrative details and the Registrar to complete the IDC packet.

Program Designed Concentrations (PDCs):

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

Concentration in Yoga Therapy (PDC)

PURPOSE

The Master of Arts in Integral Health - Concentration in Yoga Therapy provides a comprehensive, three-dimensional study of the whole being: mind, body, spirit – utilizing the framework of Integral Health alongside the tools of yoga, including asana, meditation, pranayama, energy work, chanting, mudra, spiritual counseling, and lifestyle suggestions from an integrative and holistic perspective.

CONCENTRATION REQUIREMENTS

Fifty-six (56) graduate quarter units are required to complete the Master of Arts degree in Integral Health with a concentration in Yoga Therapy. The twenty-eight core curriculum graduate quarter units of the Integral Health degree are earned in seven core courses designed to establish a foundation in the systems of philosophy and research methods. In addition to the core curriculum, twenty-four concentration quarter units in Yoga Therapy are required. The remaining four units are earned by completing a Thesis.

Core courses	28 units
Concentration in IAYT Yoga Therapy	28 units
TOTAL	56 units

There are two pathways available to achieve this degree:

1) **MA IH DEGREE PATHWAY 1: A COLLABORATIVE PROGRAM CONCENTRATION BETWEEN CIHS AND THE SOUL OF YOGA (*SOY*) *.** CIHS is not an IAYT-approved program or school. Additional courses are required to be taken outside of CIHS at a IAYT-accredited school if certification is desired. SOY in San Diego is an IAYT-accredited Yoga Therapy training program that offers rigorous academic instruction that provides the skills necessary to excel in a graduate program, as well as an experiential approach grounded in spirituality and consciousness, and theory and science.

While taking this program, students attend classes at both CIHS and SOY. Upon completion of this program concentration, students will be both IAYT credential-eligible yoga therapists as well as MA degreed professionals able to teach clients how to tailor the practices and teachings of yoga to address individual health needs and cultivate a personal wellness program. This special joint program allows participants to earn 300-RYT Yoga Alliance certification upon completion of required and elective courses included in the Soul of Yoga IAYT-Accredited Yoga Therapy Training.

ADMISSION PREREQUISITES FOR PATHWAY 1

Students apply to and complete two programs that operate in concert:
- CIHS Integral Health MA with Concentration in Yoga Therapy
- SOY IAYT-accredited yoga therapy program

The CIHS Integral Health Program Director (along with Soul of Yoga's Program Director) will facilitate students' admissions processing into both programs.

In addition to a bachelor's degree from a regionally accredited institution in a related field, admission to this concentration requires:
- 200-Hour Yoga Teacher Training Certification
- One Year of Yoga Teaching Experience

Degree Requirements

Core courses:	28 units
Yoga therapy courses:	28 units
Total:	56 units

CIHS CORE CURRICULUM (32 units)

- IH 500 Academic Writing Within the Human Sciences (4 units)
- IH 501 Foundations in Integral Studies (4 units)
- IH 502 Consciousness Studies (4 units)
- IH 645 Integral Spiritual Coaching (4 units)
- IH 505 Introduction to Qualitative and Quantitative Research Methods (4 units)
- IH 507 Integral Perspectives on Health** (4 units)
- IH 690 Thesis (4 units)

* Four (4) of the units for Foundations of Yoga Therapy meet the Spiritual Education requirement. One (1) unit from this class meets the requirement for elective credit.
** Or IH 527 Paradigms of Health and Disease, or IH 681 Consciousness Based Medicine.

SOY Yoga Therapy Curriculum (24 Units)

- iRest Level 1 (3 units)
- Yoga for Cancer & Heart Disease (4 units)
- Ayurveda (4 units)
- Women's Health (4 unit)
- Holistic Anatomy and Physiology, (includes 40 hour practicum) (8 units)
- Practicum Progressive Case Studies (5 units)

The following courses are also required for IAYT Certification through Soul of Yoga and will be taken through Soul of Yoga only. For more details please consult with the CIHS Integral Health Program Director, and visit the link below.
https://soulofyoga.com/yoga-teacher-training/masters-yoga-therapy/

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

2) MA IH DEGREE PATHWAY 2: ADVANCED STANDING STATUS BASED ON CURRENT YOGA THERAPY TRAINING

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

Pursuant to WASC's Credit for Prior Learning Policy, Transfer Credit Policy, and ACCRAO, CHEA, and ACE's Joint Statement on the Transfer and Award of Credit, , placement depends upon the amount of coursework completed in the original program, similarity of the course content, and credits. Prior to acceptance, a student must provide documentation that shows the competencies that are equivalent to the required coursework in the Master of Arts in Integral Health – Concentration in Yoga Therapy Program at the California Institute for Human Science. Course credit transfers are considered only

for those courses in which applicants demonstrate a grade or equivalent of “B” or better. An exam to determine competency may also be required.

Advanced standing applicants must complete all the course and credit requirements in effect at the time of their enrollment at the California Institute of Human Science. Final transfer credit decisions rest with the Program Director of Integral Health and the Dean of Outcomes Assessment and Educational Effectiveness.

Advanced standing is determined on a case-by-case basis and depends on the courses/hours completed within an accredited IAYT Yoga Therapy program.

Applicants to the Master of Arts in Integral Health – Yoga Therapy Concentration who have completed prior training under an IAYT Accredited Yoga Therapy Training Program and become certified may be considered for advanced standing status. For example, individuals with at least a bachelor’s degree who attended an IAYT-accredited school and are IAYT-certified can be awarded a maximum of 28 quarter unit credits towards their MA degree (approximately 1/2 of the degree).

Fifty-six (56) graduate quarter units are required to complete the Master of Arts degree in Integral Health – Yoga Therapy concentration. The twenty-eight core curriculum graduate quarter units of the Integral Health degree are earned in seven core courses designed to establish a foundation in the systems of philosophy and research methods. In addition to the core curriculum, twenty-four concentration quarter units in Yoga Therapy and a four-unit Thesis are required.

If granted advanced standing, students must complete at least 28 units of the program and the following courses at CIHS:

- IH 500 Academic Writing Within the Human Sciences (4 units)
- IH 501 Foundations in Integral Studies (4 units)
- IH 502 Consciousness Studies (4 units)
- IH 645 Integral Spiritual Coaching (4 units)
- IH 505 Introduction to Qualitative and Quantitative Research Methods (4 units)
- IH 507* Integral Perspectives on Health (4 units)
- IH 690 Thesis (4 units)

*Or IH 527 Paradigms of Health and Disease, or IH 681 Consciousness Based Medicine.

TRANSFER REQUEST PROCEDURE

Students must submit the following documents:

1. A letter stating the reason and list of courses they want to transfer.
2. Copies of transcripts and/or certificates
3. Copy of IAYT Certificate (if applicable)

Concentration in Psychedelics, Consciousness, & Transformation (PDC)

This concentration offers an immersive journey into the realms of consciousness, transformation, and healing through the study of psychedelics and self-transcendence. Blending experiential learning with cutting-edge research, with courses covering foundational practices, phenomenology, transformation, and research methodologies, this concentration prepares

students to navigate and integrate transformative experiences mindfully and ethically. Whether seeking personal growth, academic insight, or professional expertise, this concentration provides a rich, multidisciplinary foundation that includes the profound potential of psychedelics in healing and self-awareness.

DEGREE REQUIREMENTS

Fifty-six (56) graduate quarter units are required to complete the Master of Arts degree in Integral Health – Psychedelics, Consciousness, & Transformation concentration. The thirty-two core curriculum graduate quarter units of the Integral Health degree are earned in eight core courses designed to establish a basic foundation in the systems of philosophy and research methods. In addition to the core curriculum, twelve concentration quarter units and twelve elective units.

Core courses:	32 units
Concentration courses:	12 units
Elective courses:	12 units
Total:	56 units

Concentration Courses:

- Self-Transcendence: An Experiential Journey (4 units)
- Phenomenology of Psychedelic and Self-Transcendent Experience (4 units)
- Psychedelics for Transformation (4 units)

Concentration in Bio Optimization, (Peak Performance and Precision Longevity) PDC

This concentration advances a contemporary, systems-based approach to health optimization and life physics, integrating Integral Health Science with Translational Integrative Physiology. Evolved from the previous LifePhysics concentration, it applies whole-person, multi-scale frameworks alongside rigorous, data-driven methodologies that extend beyond conventional biomedical models. The curriculum prepares scholars to design, validate, and deploy precision-based research and interventions that expand empirically grounded models of human performance, resilience, and longevity.

Core courses:	32 units
Concentration courses:	24 units
Total:	56 units

- 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 629 Subtle Energy Devices Survey (4 units)
- IH 641 Biophysics of Neuroscience (4 units)
- IH 505 Introduction to Qualitative and Quantitative Research Methods (4 units)
- IH 507* Integral Perspectives on Health (4 units)
- IH 690 Thesis (4 units)

*Or IH 527 Paradigms of Health and Disease, or IH 681 Consciousness Based Medicine.

IH 667: Advanced Cellular Metabolism and Mitochondria (4 units)
IH 668: Exercise Physiology as Embodied Practice (4 units)
IH 669: Advanced Biometrics and Wearable Technology (4 units)
IH 670: Nutrigenomics and Personalized Nutrition (4 Units)
IH 671: Fundamentals of Brainwave Technology (4 Units)
IH 672: Molecular Hydrogen and Oxygen Therapies Delivery methods, mechanisms and efficacy of therapeutics. Photobiomodulation (PBM) and Light Therapy (4 units)

Doctor of Philosophy in Integral Health

PURPOSE

The Doctor of Philosophy (PhD) 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 that yield physical data bearing upon manifestations of body-mind-spirit in operation,
3. To apply and expand scientific forms of investigation to incorporate the 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 contributes to the goal of Integral Health.

PREREQUISITES FOR ADMISSION

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

PROGRAM LEARNING OUTCOMES

Graduates of CIHS Integral Health PhD program will be able to:

PLO 1. Synthesize and Articulate Transdisciplinary Frameworks
Synthesize diverse bodies of knowledge within the human sciences—including integral health, global paradigms of health, philosophy of science, and reality theory—to formulate a meta-systematic, transdisciplinary framework. This advanced synthesis will not only demonstrate a deep understanding of each discipline but also articulate their profound interconnections, enabling the development of novel theoretical models that transcend traditional boundaries.

PLO 2. Cultivate Integrated and Innovative Communication
Exhibit advanced communication skills that integrate empathy with scholarly rigor. They will articulate meta-systematically integrated views of human interaction, drawing upon scholarly sources, sophisticated qualitative and quantitative research methods, and their own original contributions. This competency will enable them to effectively disseminate complex ideas to both academic and public audiences, fostering a deeper understanding of human potential and wellbeing.

PLO 3. Design Meta-Systematic Paradigms for Global Wellbeing
Construct innovative philosophical and scientific paradigms that advance global-holistic approaches to wellbeing. They will

move beyond historical and existing frameworks to design meta-systematic models capable of addressing complex, interconnected challenges facing individuals and communities worldwide. This outcome emphasizes the capacity for original thought and the creation of comprehensive systems that promote vibrant and resilient health on a global scale.

PLO 4. Pioneer Solutions through Original Research
Identify, critically appraise, and design novel research problems within the human sciences. They will apply a rigorous, integrally-informed methodology to solve these problems, making a significant and original contribution to the field. This outcome underscores the ability to conduct high-level, independent research that not only addresses existing gaps in knowledge but also sets new directions for future inquiry.

DEGREE REQUIREMENTS

The Doctor of Philosophy in Integral Health requires ninety-four (94) graduate quarter units, 72 units of course work including nine core courses (36 units), and 22 units of Dissertation sequence. Core courses completed at the Master's level do not have to be repeated, and they may be applied toward the Doctoral course requirements to a maximum of 16 quarter units, except the Spiritual Education requirement is to be fulfilled at both the Master's and Doctoral level. Elective course units beyond the core courses may be completed by drawing upon the Integral Health, Integral Noetic Sciences, and Psychology curricula.

Advancement to Candidacy is a formal step in the PhD 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 "Doctoral Candidacy Exam."

Core courses	58 units
Electives	36 units
TOTAL	94 units

CORE CURRICULUM

- IH 700 Academic Writing Within the Human Sciences (4 units)
- IH 701 Foundations in Integral Studies (4 units)
- IH 702 Consciousness Studies (4 units)
- IH 703 Counseling and Communication Skills (4 units)
- IH 704 Spiritual Education (Several options available) (4 units)
- IH 705 Advanced Qualitative Research Methods (4 units)
  Prerequisite for IH 705: IH 505 Introduction to Qualitative and Quantitative Research Methods or equivalent course form an accredited institution.
- IH 706 Advanced Quantitative Research Methods (4 units)
  Prerequisite for IH 706: IH 505 Introduction to Qualitative and Quantitative Research Methods or equivalent course form an accredited institution.
- IH 740 Paradigms of Health and Disease (4 units)
- IH 752 Subtle Energy Systems I: Consciousness, Dynamics, and the Subtle Body (4 units)
- IH 896 Dissertation Topic Research (5 units)
  Prerequisite for IH896: Completion of all course work (core and elective courses)
- IH 897 Dissertation Methodology Review (5 units)
  Prerequisite for IH 897: IH 896 Dissertation Topic Research
- IH 898A Dissertation I (6 units)
  Prerequisite for IH 898A: IH 897 Dissertation Methodology Review
- IH 898B Dissertation II (6 units)

Prerequisite for IH 898B: IH 898A Dissertation I

SAMPLE ELECTIVE COURSES

- IH 523 Traditional Chinese Medicine Systems (4 units)
- IH 525 Integrative Anatomy & Physiology (4 units)
- IH 620 Electrophysiology & Biofeedback* (4 units)
  Prerequisite for IH 620: IH 505 Introduction to Qualitative and Quantitative Methods.
- IH 628 Quantum Concepts for Biology and Consciousness (4 units)
- IH 679 Human Bio-field: Scientific & Philosophical Concepts (4 units)
- IH 708 Introduction to AMI Research* (4 units)
  Prerequisite for IH708: IH 505 Introduction to Qualitative and Quantitative Methods.
- IH 712 Subtle Energy Devices Survey (4 units)
  Prerequisite for IH 712: IH 505 Introduction to Qualitative and Quantitative Methods.
- IH 731 Karma, Reincarnation, and the Survival of Consciousness (4 units)
- IH 741 Biophysics of Neuroscience (4 units)
- IH 751 Psychoacoustics (4 units)
- IH 753 Subtle Energy Systems II: Consciousness, Cosmology, and the Subtle World (4 units)
- IH 777A Introduction to Biophoton Research* (4 units)
  Prerequisite for IH777A: IH 505 Introduction to Qualitative and Quantitative Methods.
- IH 781 Consciousness Based Medicine (4 units)
- IH 790 Topics of Special Interest (2-4 units)
- IH 799 Independent Study (4 units)
- IH 801 Forefront Issues in the Mind-Body Problem (4 units)

*Lab course (requires additional fee)

Concentrations within the PhD Degree Program

Individually Designed Concentrations:

The Individually Designed Concentration (IDC) option has been designed to meet the needs of students who wish to design a course of studies within a degree program. Students with IDC concentrations complete the same course courses and 58 core course units for the degree program and design the IDC within the 36 elective course units. Individually Designed Concentrations may include existing courses or independent study courses. A maximum of three (3) independent study courses are allowed. Students who wish to pursue an IDC should schedule a meeting with the Program Director to review administrative details and the Registrar to complete the IDC packet.

- IH 767 Advanced Cellular Metabolism and Mitochondria (4 units)
- IH 768: Exercise Physiology as Embodied Practice (4 units)
- IH 769: Advanced Biometrics and Wearable Technology (4 units)
- IH 770: Nutrigenomics and Personalized Nutrition (4 Units)
- IH 771: Fundamentals of Brainwave Technology (4 Units)
- IH 773: Molecular Hydrogen and Oxygen Therapies Delivery methods, mechanisms and efficacy of therapeutics. Photobiomodulation (PBM) and Light Therapy (4 units)

Sample Electives (choose 12 Units)

- IH 677A Introduction to Biophoton Research (4 units)
- IH 620 Electrophysiology and Biofeedback (4 units)
- IH 612 Subtle Energy Devices Survey (REMOVE) (4 units)
- IH 521 Basic Notions of Biophysics (4 units)
- IH 628 Quantum Concepts for Biology and Consciousness (4 units)
- IH 635 Advanced Subtle Energy Device (4 units)
- IH 640 Biophysics of Neuroscience (4 units)
- IH 679 Human Bio-field: Scientific and Philosophical Concepts (4 units)

Program Designed Concentrations (PDCs):

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

Concentration in Psychedelics, Consciousness, & Transformation (PDC)

This concentration offers an immersive journey into the realms of consciousness, transformation, and healing through the study of psychedelics and self-transcendence. Blending experiential learning with cutting-edge re- search, students will explore non-ordinary states of consciousness, the neuroscience of self-transcendence, and the therapeutic potential of psychedelics for healing and transofrmation. With courses covering foundational practices, phenomenology, cultural history, ethics, neuroscience, and research methodologies, this concentration prepares students to navigate and integrate transformative experiences mindfully and ethically. Whether seeking personal growth, academic insight, or professional expertise, this concentration provides a rich, multidisciplinary foundation for understanding and utilizing the profound po- ten- tial of transformative practices and psychedelics in healing and self-awareness.

DEGREE REQUIREMENTS

Core courses:	58 units
Concentration courses:	24 units
Elective courses:	12 units
Total:	94 units

Concentration Courses:

- Self-Transcendence: An Experiential Journey (4 units)
- Phenomenology of Psychedelic and Self-Transcendent Experience (4 units)
- Psychedelics for Transformation (4 units)
- History and Evolution of Psychedelic Use (4 units)
- Neuroscience of Psychedelics, Meditation and Self-Transcendence (4 units)
- Psychedelic Research: Methodological, Ethical and Legal Considerations (4 units)

Concentration in Bio Optimization, (Peak Performance and Precision Longevity)

This concentration advances a contemporary, systems-based approach to health optimization and life physics, integrating Integral Health Science with Translational Integrative Physiology. Evolved from the previous LifePhysics concentration, it applies whole-person, multi-scale frameworks alongside rigorous, data-driven methodologies that extend beyond conventional biomedical models. The curriculum prepares scholars to design, validate, and deploy precision-based research and interventions that expand empirically grounded models of human performance, resilience, and longevity.

Degree Requirements

Core Courses: 36 units
Concentration Courses: 24 units
Electives: 12 units (from Life Physics)
Dissertation Sequence: 22 units
Total: 94 units

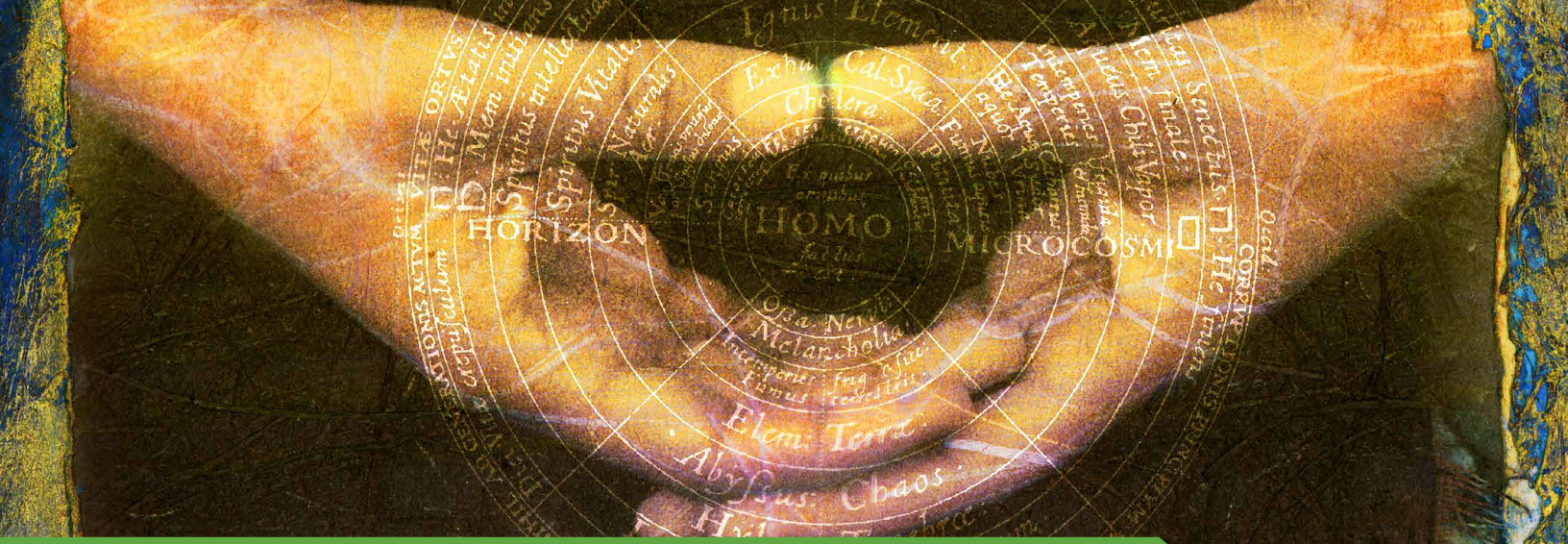
CORE CURRICULUM

- IH 700 Academic Writing Within the Human Sciences (4 units)
- IH 701 Foundations in Integral Studies (4 units)
- IH 702 Consciousness Studies (4 units)
- IH 729 Subtle Energy Devices Survey (4 units)
- IH 741 Biophysics of Neuroscience (4 units)
- IH 705 Advanced Qualitative Research Methods (4 units)
  Prerequisite for IH 705: IH 505 Introduction to Qualitative and Quantitative Research Methods or equivalent course form an accredited institution.
- IH 706 Advanced Quantitative Research Methods (4 units)
  Prerequisite for IH 706: IH 505 Introduction to Qualitative and Quantitative Research Methods or equivalent course form an accredited institution.
- IH 740 Paradigms of Health and Disease (4 units)
- IH 752 Subtle Energy Systems I: Consciousness, Dynamics, and the Subtle Body (4 units)
- IH 896 Dissertation Topic Research (5 units)
  Prerequisite for IH896: Completion of all course work (core and elective courses)
- IH 897 Dissertation Methodology Review (5 units)
  Prerequisite for IH 897: IH 896 Dissertation Topic Research
- IH 898A Dissertation I (6 units)
  Prerequisite for IH 898A: IH 897 Dissertation Methodology Review
- IH 898B Dissertation II (6 units)

- IH 767 Advanced Cellular Metabolism and Mitochondria (4 units)
- IH 768: Exercise Physiology as Embodied Practice (4 units)
- IH 769: Advanced Biometrics and Wearable Technology (4 units)
- IH 770: Nutrigenomics and Personalized Nutrition (4 Units)
- IH 771: Fundamentals of Brainwave Technology (4 Units)
- IH 773: Molecular Hydrogen and Oxygen Therapies Delivery methods, mechanisms and efficacy of therapeutics. Photobiomodulation (PBM) and Light Therapy (4 units)

Sample Electives (choose 12 Units)
Previous Life Physics Concentration Courses

IH 677A Introduction to Biophoton Research	(4 units)
IH 620 Electrophysiology and Biofeedback	(4 units)
IH 612 Subtle Energy Devices Survey	(4 units)
IH 521 Basic Notions of Biophysics	(4 units)
IH 628 Quantum Concepts for Biology and Consciousness	(4 units)
IH 635 Advanced Subtle Energy Device	(4 units)
IH 640 Biophysics of Neuroscience	(4 units)
IH 679 Human Bio-field: Scientific and Philosophical Concepts	(4 units)



Department of Integral Noetic Sciences

Integral Noetic Sciences Programs

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

MISSION

The Department of Integral Noetic Sciences (INS) is dedicated to the following goals:

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





Master of Arts in Integral Noetic Sciences

PURPOSE

The Master of Arts (M.A.) program in Integral Noetic Sciences curriculum is designed to provide scholarly training in the exploration of noetic and anomalous sciences; the historical study of consciousness, philosophy of mind, contemplative and esoteric traditions, and subtle energy anatomy; an in-depth examination of our current historical moment and how noetic science can contribute to a better world, as well as providing expert guidance and instruction in contemplative and subtle energy practices, innovative mixed-methods and philosophical inquiry. The M.A. program is a stand-alone program, yet at the same time it provides invaluable educational preparation for the Institute's Ph.D. program in Integral Noetic Sciences.

PROGRAM LEARNING OUTCOMES
Graduates of CIHS' INS M.A. program will be able to:

PLO 1: Education: Distinguish the strengths and limits of multiple contemplative and esoteric spiritual traditions in their various socio-political and historical contexts.
PLO 2: Self-awareness: Display self-awareness of personal development and positionality and critical self-reflection about one's own worldview, personality, and biography.
PLO 3: Research: Examine new views and integrative models of reality through the application of innovative first-, second-, and third-person methods.
PLO 4: Models of Reality: Map the transdisciplinary and scientific links between consciousness, subtle energy, and matter.
PLO 5: Leadership: Compare the leadership opportunities of various INS topics within ethical, global, and cosmological contexts.

PREREQUISITES FOR ADMISSION
Bachelor's degree, or a foreign equivalent, from a regionally accredited institution in a related field.
Acceptance is subject to transcript review and may be subject to additional prerequisites. Based on transcript review, the Program may require students with a Bachelor's degree in an unrelated discipline to complete additional course- work**.**

DEGREE REQUIREMENTS

Fifty-six (56) graduate quarter units are required to complete the M.A. degree program in Integral Noetic Sciences. The curriculum consists of 9 required core courses. (36 units) and 4 elective courses (20 units).

Core courses	36 units
Electives	20 units
TOTAL	56 units

CORE CURRICULUM

- INS 500 Academic Writing Within the Human Sciences (4 units)
- INS 501 Foundations in Integral Studies (4 units)
- INS 502 Consciousness Studies (4 units)
- INS 503 Counseling & Communication Skills* (4 units)
- INS 504 Spiritual Education (Several options available) (4 units)
- INS 613 Introduction to Quantitative and Qualitative Research (4 units)
- INS 615 Global Religions: Contemplative Traditions (4 units)
- INS 618 Global Religions: Esoteric Traditions (4 units)
- INS 690 Thesis (4 units)

Prerequisite for INS690: Completion of all course work (core and elective courses)

*This can also be satisfied with INS 645 Integral Spiritual Coaching

SAMPLE ELECTIVE COURSES*

- INS 620 Shamanism Healing and Indigenous Religions Spirituality (4 units)
- INS 633 Native Quantum Cosmovisions: Convergences between Quantum Theories (4 units)
- INS 629 Yogic Siddhis, Buddhist Riddis, & Taoist Superpowers (4 units)
- INS 609 Introduction to Parapsychology (4 units)
- INS 634 Weird Science: Bigfoot, Ghosts, & PSI (4 units)
- INS 628 Remote Viewing (4 units)
- INS 646 Ethics and Transformation in Contact (4 units)
- INS 632 Wisdom Design (4 units)
- INS 631 Integrative Metatheories: Wilber, Morin, & Bhaskar (4 units)
- INS 652 Subtle Energy Systems I; Bodies & Chakras (4 units)
- INS 653 Subtle Energy Systems II: Beings & Worlds (4 units)
- INS 654 Anomalous Research Practicum (2 units)
- INS 655 The Phenomenology of UAP (4 units)
- INS 656 Plant & Animal Consciousness (4 units)
- INS 657 Varieties of Nonduality (4 units)
- INS 658 Varieties of Anomalous Experience (4 units)
- INS 659 Designing & Leading Integral Organizations & Businesses (4 units)
- INS 660 Adult Development & Integral Leadership (4 units)
- INS 667 Exopsychology (4 units)
- INS 668 Integral Leadership in Action: Self & Systems (4 units)
- INS 669 Contemplative Science (4 units)
- INS 670 AI and Consciousness (4 units)
- INS 699 Independent Study (4 units)

*Additional courses are available in each of the 5 Programs Designed Concentrations: Anomalous Studies, Wisdom Design, UAP and Consciousness Studies, Parapsychology, & Psychedelic Studies.

Doctor of Philosophy in Integral Noetic Sciences

PURPOSE

The aim of the Doctor of Philosophy (Ph.D.) program in Integral Noetic Sciences is to provide advanced coursework and scholarly study at the intersection of philosophy of science, consciousness studies, anomalous research and contemplative traditions; to advance training in spiritual, esoteric, and contemplative practices; to foster and pioneer relevant and innovative mixed methods research; and, additionally, to offer opportunities for elective coursework which can enhance the student's overall understanding of the discipline of contemplative practice, philosophical inquiry and scholarly research.

PREREQUISITES FOR ADMISSION

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

PROGRAM LEARNING OUTCOMES
Graduates of CIHS INS Ph.D. program will be able to:

PLO 1: Education: Evaluate the strengths and limits of multiple contemplative and esoteric spiritual traditions in their various socio-political and historical contexts.
PLO 2: Self-awareness: Generate self-awareness of personal development and positionality and critical self-reflection about one's own worldview, personality, and biography.
PLO 3: Research: Develop new views and integrative models of reality through the application of innovative first-, second-, and third-person methods.
PLO 4: Models of Reality: Appraise the transdisciplinary and scientific links between consciousness, subtle energy, and matter.
PLO 5: Leadership: Assess the leadership opportunities of various INS topics within ethical, global, and cosmological contexts.

DEGREE REQUIREMENTS

The Doctor of Philosophy in Integral Noetic Sciences requires 94 graduate quarter units: 62 units of foundational course work (including 10 core courses (40 units) and 4 dissertation sequence courses (22 units)) and 8-9 courses of electives (32 units). Core course units completed at the Master's level do not have to be repeated, and they may be applied toward the Doctoral course requirements, except the Spiritual Education requirement, which must be fulfilled at both the Master's and Doctoral levels. Elective course units, beyond the core courses, may be completed by drawing upon electives from Integral Noetic Sciences as well as approved courses from other CIHS' programs.

Core courses	62 units
Electives	32 units
TOTAL	94 units

CORE CURRICULUM

- INS 700 Academic Writing Within the Human Sciences (4 units)
- INS 701 Foundations in Integral Studies (4 units)
- INS 702 Consciousness Studies (4 units)
- INS 703 Counseling & Communication Skills* (4 units)
- INS 704 Spiritual Education (Several options available) (4 units)
- INS 705 Advanced Qualitative Research Methods (4 units)
  Prerequisite for INS 705: INS 613 Introduction to Qualitative and Quantitative Research Methods or equivalent course form an accredited institution.
- INS 706 Advanced Quantitative Research Methods (4 units)
  Prerequisite for INS 706: INS 613 Introduction to Qualitative and Quantitative Research Methods or equivalent course from an accredited institution.
- INS 715 Global Religions: Contemplative Traditions (4 units)
- INS 718 Global Religions: Esoteric Traditions (4 units)
- INS 730 Global Metacrises (4 units)
- INS 896 Dissertation Topic Research (5 units)
  Prerequisite for INS 896: Completion of all course work (core and elective courses)
- INS 897 Dissertation Methodology Review (5 units)
  Prerequisite for INS 897: INS 896 Dissertation Topic Research
- INS 898A Dissertation I (6 units)
  Prerequisite for INS 898A: INS 897 Dissertation Methodology Review
- INS 898B Dissertation II (6 units)
  Prerequisite for INS 898B: INS 898A Dissertation I

* This can also be satisfied with INS 645 Integral Spiritual Coaching

SAMPLE ELECTIVE COURSES*

- INS 720 Shamanism Healing and Indigenous Spirituality (4 units)
- INS 733 Native Quantum Cosmovisions: Convergences between Quantum Theories (4 units)
- INS 729 Yogic Siddhis, Buddhist Riddis, & Taoist Superpowers (4 units)
- INS 709 Introduction to Parapsychology (4 units)
- INS 734 Weird Science: Bigfoot, Ghosts, & PSI (4 units)
- INS 728 Remote Viewing (4 units)
- INS 746 Ethics and Transformation in Contact (4 units)
- INS 731 Integrative Metatheories: Wilber, Morin, & Bhaskar (4 units)
- INS 732 Wisdom Design (4 units)
- INS 752 Subtle Energy Systems I; Bodies & Chakras (4 units)
- INS 753 Subtle Energy Systems II: Beings & Worlds (4 units)
- INS 754 Anomalous Research Practicum (2 units)
- INS 755 The Phenomenology of UAP (4 units)
- INS 756 Plant & Animal Consciousness (4 units)
- INS 757 Varieties of Nonduality (4 units)
- INS 758 Varieties of Anomalous Experience (4 units)
- INS 759 Designing & Leading Integral Organizations & Businesses (4 units)
- INS 760 Adult Development & Integral Leadership: Self & Systems (4 units)
- INS 767 Exopsychology (4 units)

- INS 768 Integral Leadership in Action (4 units)

- INS 769 Contemplative Science (4 units)
- INS 770 AI and Consciousness (4 units)
- INS 799 Independent Study (4 units)

*Additional courses are available in each of the 5 Programs Designed Concentrations: Anomalous Studies, Wisdom Design, UAP and Consciousness Studies, Parapsychology, & Psychedelic Studies.

Concentrations within a Degree Program for MA and PHD

Students can choose, but are not required, to declare a concentration to complete an MA or PhD in Integral Noetic Sciences. Currently six different concentrations are offered: an Individually Designed Concentration (IDC) and five Program Designed Concentrations (PDCs).

The IDC option is flexibly designed between the student and the Program Director or other faculty that the program director assigns.

PDCs reflect specific domains of expertise that the program offers students. Requirements for a PDC at the Master's level include using 16 units of elective courses to take 4 approved courses associated with that PDC. Requirements for a PDC at the Doctoral level include using 24 units of elective courses to take 6 approved courses associated with that PDC.

Students interested in declaring a PDC must schedule a meeting with the Program Director for information regarding admittance requirements and administrative details. Note: PDCs and their courses are subject to change.

Individually Designed Concentrations:

esign a course of studies within a degree program. IDCs may be proposed within any of the degree programs within the Schools of Integral Health, Integral Noetic Sciences, and Psychology. Students with IDC concentrations complete the same core course units for the degree program and design the IDC within the electives course units.

The student identifies and secures a faculty advisor, often the Program Director, who agrees to oversee the IDC. All CIHS faculty members, including Program Directors, may serve as the academic advisor for an IDC. The faculty member's area(s) of expertise should align with the student's proposed area of study. The faculty member or Program Director is responsible for reviewing and approving the coursework (including electives and, if necessary, independent studies) and for providing the IDC student with advising.

The faculty advisor completes the student's pre-graduation audit associated with the IDC requirements. The faculty advisor usually is the Dissertation Committee Chair for PhD students or the Thesis Advisor for MA students.

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

Program Designed Concentrations (PDCs):

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

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

- **Concentration in Anomalous Studies:** prepares graduate students to research the transformative potential of people's extraordinary anomalous experiences (e.g., paranormal, psi, multidimensional, galactic, esoteric, cryptological, transpersonal, UFO/ET encounters, and psychedelic); scientifically investigate, through innovative mixed methods research, anomalous realities and their relationship to consciousness and subtle energies; and explore the resulting philosophical and ontological implications of anomalous phenomena on the nature of reality.

- **Concentration in Psychedelics, Consciousness, & Transformation:** This concentration offers an immersive journey into the realms of consciousness, transformation, and healing through the study of psychedelics and self-transcendence. Blending experiential learning with cutting-edge research, students will explore non-ordinary states of consciousness, the neuroscience of self-transcendence, and the therapeutic potential of psychedelics. With courses covering foundational practices, phenomenology, cultural history, and research methodologies, this concentration prepares students to navigate and integrate transformative experiences mindfully and ethically. Whether seeking personal growth, academic insight, or professional expertise, this concentration provides a rich, multidisciplinary foundation for understanding and utilizing the profound potential of psychedelics in healing and self-awareness.

- **Concentration in UAP and Consciousness Studies:** The UAP and Consciousness Studies concentration prepares graduate students to be thought leaders and researchers in understanding the importance of consciousness for understanding Unidentified Anomalous Phenomena (UAPs), some of which are popularly known as UFOs. An equal emphasis is placed on first-person psychological, somatic, anomalous, and noetic experiences of UAPs and non-human intelligences (NHI), second-person cultural, social, religious and philosophical aspects, and third-per-son scientific, economic, technological, and political dimensions.

- **Concentration in Wisdom Design:** This concentration prepares graduate students to use integrative metatheories and "big picture thinking" to design "wisdom systems" that serve the whole person within complex systems by applying principles of wellbeing economics, multicapital social impact, and wellness design to businesses and organizations as well as to social innovation and large-scale design projects. Examples of wisdom systems designed by students include educational journeys and programs, new organizational products and services, as well as coaching programs and life design.

- **Concentration in Parapsychology:** This concentration offers graduate students a rich engagement with experiences and human capacities such as precognition, near-death experiences, psi phenomena, remote viewing, psychokinesis, telepathy, and after-death communication experiences. While such events have been reported for centuries across many cultures, these accounts remain outside of conven-tional psychological and scientific understanding. Students will review the history of parapsychology research, exam-ine how psychics and mediums collaborate with scientists in modern psi research, consider how to apply scientific methods to the study of these phenomena, and learn how to apply skills such as remote viewing to practical challeng-es. The concentration also provides education on how to discuss exceptional human experiences in the context of psychology—as a researcher or a clinician. Whether the goal is gaining deeper insight into your own experiences or helping others understand their encounters with the exceptional, our expert faculty provide students with a thorough education in parapsychology.



Department of Psychology

Psychology Programs

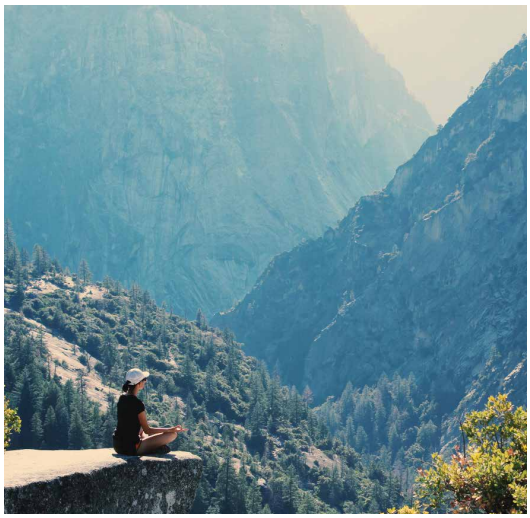
Master of Arts in Psychology

- General Psychology (Pre-Clinical)
- Consciousness & Transformation
- Parapsychology
- Psychedelics, Consciousness & Transformation
- Spirituality & Whole Person Psychology

Doctor of Philosophy in Psychology

- Clinical Psychology Concentration
- Integral, Transpersonal and Positive Psychology Concentration
    - ITPP General/No Specialization
    - ITPP Psychedelics, Consciousness & Transformation Specialization
    - ITPP Parapsychology Specialization





Mission

As an institutionally accredited university by WASC Senior College and University Commission (WSCUS), CIHS' Master's and Doctoral programs in Psychology offer curriculum that prepare students to participate in the broad field of psychology. CIHS offers traditional and whole person approaches in order to train researchers, scholars, practitioners, therapists and leaders who can serve the needs of diverse communities.

In accord with CIHS' mission and principles, the psychology program offers carefully designed core courses that provide a foundation for professional research based on mind-body-spirit understanding of the whole person. In order to meet the demands of the psychology profession, required courses prepare students to be professional practitioners with unique skills to combine therapeutic methods from

the East, West, and the Global South in order to serve their clients in a holistic and integrated way. Our entire psychology curriculum honors mind, body, spirit unity and views clients as conscious, ever evolving spiritual beings.

Our students are from a wide variety of backgrounds and professions, including licensed mental health practitioners, businesses owners, entrepreneurs and researchers who have one thing in common: a thirst for learning, enhancing their professional skills and cultivating mind-body-spirit approaches to mental health and wellbeing.
The psychology program offers an MA in Psychology, as well as a PhD in Psychology with two Tracks: Clinical Psychology or Integral, Transpersonal and Positive Psychology.

The MA in Psychology prepares the ground for all further study in psychology by examining scientific psychology in the context of a mind-body-spirit approach. At the Master's level, we offer five areas of concentration to choose from: the General Psychology (Pre-Clinical) Concentration; Consciousness & Transformation; Parapsychology; Psychedelics, Consciousness & Transformation; and Spirituality & Whole Person Psychology. The MA may be taken as a terminal degree or as prepara-tion for the PhD in Clinical Psychology or Integral Transpersonal & Positive Psychology.

With the MA in Psychology degree the student can apply for positions in academia, teaching classes at the undergraduate level. The degree can also be applied across a wide range of fields, including: psychology, management, human resources, sales and marketing, entrepreneurship, writing, coaching, research, and more. Students choosing the General Psychology (Pre-Clinical) concentration are prepared for advanced clinical studies at the PhD level, toward applying for psychology licensure.

The PhD in Psychology, Clinical Psychology track, prepares graduate students to apply for a Psychology License in the State of California. CIHS is a CAPIC member, which means that CIHS students can seek predoctoral internships through the CAPIC matching process (only in California). Students seeking a psychology license in states other than California should check with that state's Board of Psychology requirements for psychology licensure. The underlying mind-body-spirit mission of the school informs all psychology curricula.

The PhD in Psychology, Integral, Transpersonal and Positive Psychology (ITPP) track, prepares students to use the tools of scholarship to study vital aspects of the person often neglected in psychology such as presence, healing, intuition, embodiment, empathy, felt sense, spirituality, mysticism, and transformative states, situated in open-minded scientific rigor. This degree is appropriate for students who may already work as healing practitioners or psychotherapists, or as coaches, public figures, consultants or entrepreneurs. Regardless of which concentration you choose, our entire curriculum considers the mind-body-spirit person as a whole and ever-evolving being.

The PhD track in Integral, Transpersonal and Positive Psychology (ITPP) offers two optional concentrations: Parapsychology and Psychedelics, Consciousness and Transformation. Parapsychology is an area of study that investigates reports of exceptional human experiences and/or abilities that appear to be outside of conventional psychological and scientific explanations. These include remote viewing or clairvoyance, telepathy, psychokinesis (mind-over-matter), precognition, distant healing, and evidence relevant to the postmortem survival of consciousness. The Psychedelics, Consciousness and Transformation specialization offers an immersive journey into the realms of consciousness, transformation, healing, and spiritual progression through the study of psychedelics and self-transcendence. Students who choose this focus will explore non-ordinary states of consciousness, the neuroscience of self-transcendence, and the spiritual and healing potential of psychedelics. In addition to these concentrations, students may opt not to designate a concentration.

Please also note that the electives listed in this catalog accurately reflect our most recent course of study. The nature of these electives can be dynamic and change within the scope of a comprehensive education in graduate-level psychology, as well as trends in the industry.

CIHS recognizes the distinctions between Master's level psychology and Doctoral level psychology. While some of the courses integrate both MA and PhD students, the assignments, requirements, and course objectives differ to reflect the appropriate level of study.

Master of Arts in Psychology

Master of Arts in Psychology (48 units)

Program Options:

- General Psychology (Pre-Clinical) Concentration
- Consciousness & Transformation Concentration
- Parapsychology Concentration
- Psychedelics, Consciousness & Transformation Concentration
- Spirituality & Whole Person Psychology Concentration

Expected Time to Completion

1 year for full-time students completing 3 courses per quarter
1½ years for part-time students completing 2 courses per quarter
3 years for part-time students completing 1 course per quarter

PURPOSE

The Master of Arts (MA) in Psychology program is designed to provide entry-level graduate students with a solid grounding in the foundations of psychology. Upon successful completion of the core curriculum, students fulfill the remaining degree requirements by taking courses in essential areas of psychology, which may be supplemented with optional 12-unit concentrations that reflect their specific interests. Besides the pursuit of a PhD, the MA in psychology prepares students for a vast array of potential careers in academia, business, research, and public influence. In academia, an MA in psychology can lead to community college professor positions in psychology, or administrative leadership positions. In business, an MA in psychology can lead to positions in a wide range of fields, including: management, human resources, technology, artificial intelligence, and sales and marketing. In research the MA in psychology can lead to positions in market research and analysis, or governmental or laboratory research. In the public sphere, it can lead to thought leadership positions such as being a recognized expert, author, or influencer.

PROGRAM LEARNING OUTCOMES

Graduates of CIHS Psychology Master's program will be able to:
PLO 1: Consider people as ever-evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit.
PLO 2: Apply multidisciplinary research, theory and praxis to aspects of psychology and/or psychotherapy.
PLO 3: Explain holistic thought, in a way that includes consciousness and spirituality.
PLO 4: Describe the theory and application of psychological knowledge to human wellbeing.
PLO 5: Apply mind-body-spirit principles to personal or community development.

PREREQUISITES FOR ADMISSION

Bachelor's degree, or a foreign equivalent, from a regionally accredited institution in a related field.
Acceptance is subject to transcript review and may be subject to additional prerequisites. Based on transcript review, the Program may require students with a Bachelor's degree in an unrelated discipline to complete additional course- work.

DEGREE REQUIREMENTS

Forty-eight (48) graduate quarter units are required to complete the Master of Arts degree in Psychology. Twenty (20) graduate quarter units are earned in five (5) core courses designed to establish a basic foundation in the psychology, science, and philosophy that is based on the Institute's mission. Twelve (12) graduate quarter units are earned in three (3) required psychology classes. Twelve (12) graduate quarter units are completed in three (3) required concentration courses. The degree is completed with four (4) units of Master's Degree Thesis or Master's Degree Capstone Project.

Core courses	20 units
Psychology Required Courses	12 units
Concentration Courses	12 units
MA Thesis or capstone Project	4 units
TOTAL	48 units

CORE CURRICULUM

- PSY 566 Scholarly Writing for Psychology I (4 units)
- PSY 565 Foundations in Whole Person Psychology (4 units)
- PSY 571 Consciousness Studies for Psychology (4 units)
- PSY 504 Spiritual Education (Several options available) (4 units)
- PSY 505 Introduction to Qualitative and Quantitative Research Methods (4 units)

PSYCHOLOGY REQUIRED COURSES (12 units)

Students in this concentration may select from any of the MA-level Clinical Psychology courses

- PSY 602 History of Systems of Psychology (4 units)
- PSY 642 Cognitive & Affective Basis of Behavior (4 units)
- PSY 657 Lifespan Development (4 units)

CONCENTRATION ELECTIVES (12 units)

GENERAL PSYCHOLOGY (PRE-CLINICAL) REQUIRED COURSES

- PSY 607 Psychology of Personality (4 units)
- PSY 625 Multiculturalism and Diversity in Counseling (4 units)
- PSY 611 Diagnosis in Clinical Psychology (4 units)

CONSCIOUSNESS & TRANSFORMATION REQUIRED COURSES

Students in this concentration may select from any of the MA-level ITPP electives

- PSY 577 Meditation and Personal Transformation (4 units)
- PSY 573 Neuroscience of Consciousness (4 units)
- Additional Approved Electives (4 units)

SPIRITUALITY & WHOLE PERSON PSYCHOLOGY REQUIRED COURSES

- PSY 578 Anatomy of Presence (4 units)
- PSY 574 Psychological Energy (4 units)
- Additional Approved Electives (4 units)

PARAPSYCHOLOGY REQUIRED SAMPLE COURSES

- PSY 509 Introduction to Parapsychology (4 units)
- PSY 528 Remote Viewing (4 units)

- PSY 525 History of Psychical Research (4 units)
- PSY 537 Practical Application of Psi

PSYCHEDELICS, CONSCIOUSNESS & TRANSFORMATION REQUIRED SAMPLE COURSES

- PSY 682 Phenomenology of Psychedelic and Self-Transcendent Experience (4 units)
- PSY 683 Self-Transcendence: An Experiential Journey (4 units)
- PSY 576 Psychedelics for Transformation (4 units)

THESIS OR CAPSTONE

- PSY 690 Thesis or Special Project or PSY 691 Capstone Project * (4 units)

* Students who are on a MA to PhD path have the choice of completing a thesis or a capstone project. Students receiving an MA psychology as their final degree must complete a thesis.

MA TO PHD PATHWAY IN PSYCHOLOGY

MA students who have completed the Master's in Psychology degree at CIHS may transfer a maximum of 28 units into the PhD in Integral Transpersonal and Positive Psychology Concentration and a maximum of 24 units into Clinical Psychology PhD Concentration, subject to program approval.

Doctor of Philosophy in Psychology

Doctor of Philosophy in Psychology

Program Options:

- Clinical Psychology Concentration (114 units)
- Integral, Transpersonal and Positive Psychology Concentration (94 units)
  - ITPP General/No Specialization
  - ITPP Parapsychology Specialization
  - ITPP Psychedelics, Consciousness & Transformation Specialization

PURPOSE

The PhD in psychology is comprised two concentrations: Clinical Psychology and Integral, Transpersonal and Positive Psychology.

The Psychology PhD is a uniquely integrative approach to either preparation for California state licensure as a clinical psychologist (and potentially for licensure in other jurisdictions), or development of research and scholarly skills to participate in the advancement of whole person approaches to psychology. Both concentrations address body, mind and spirit, from a stance rooted in scientific knowledge that embraces human consciousness and potentials for healing and thriving, including: mystical, spiritual, and other exceptional or transformative states.

The PhD in Psychology in Clinical Psychology is a course of study that prepares students to become eligible for professional licensure as a Licensed Psychologist in the State of California. If you are not located in California, this program may prepare you for licensure in your state, but it is important to check the rules and regulations of your jurisdiction for licensure

and other requirements. Please note that no electives are included in the Clinical Psychology curriculum. Students wishing to take elective courses will need to add them to the required curriculum, as extra classes. This will have the effect of extending the total length of the course of study for the degree. The underlying mind-body-spirit mission of the school informs all courses within the curriculum.

The PhD in Psychology in Integral, Transpersonal and Positive Psychology is focused on research skills for students who wish to gain expertise in a particular area of whole person psychology, whether they wish to pursue research and publication, an academic position, serve as a public intellectual, work as a consultant, or complement their work as a healing practitioner or psychotherapist. Whichever program you choose, our entire curriculum considers the whole person, developing in body, mind, and spiritual domains.

Students in either concentration may opt to add additional units to their program, drawing either from the psychology program or from another degree program such as Integral Health or Integral Noetic Sciences. Adding courses would extend the Clinical Psychology PhD or the Integral, Transpersonal and Positive Psychology PhD by the number of units added.

PROGRAM LEARNING OUTCOMES

Graduates of CIHS Psychology PhD program will be able to:

PLO 1: Examine people as ever evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit.
PLO 2: Apply multidisciplinary research, theory and praxis to aspects of psychology and/or psychotherapy.
PLO 3: Utilize holistic thought to psychology and/or psychotherapy in a way that includes consciousness and spirituality.
PLO 4: Evaluate and test elements of theory and/or application of psychological knowledge to human wellbeing.
PLO 5: Develop a personal framework for “self-as-healer” and/or “self-as-scholar” underscoring the notion that ongoing self-development is positively correlated with professional aptitude.

PhD in Psychology – Clinical Psychology (114 units)

Expected Completion Time
4 years for full-time students completing 2 courses per quarter
8 years for part-time students completing 1 course per quarter

This program emphasizes the mind-body-spirit approach to the whole person, while remaining competitive with traditional Clinical Psychology programs offered in other institutions. The program meets all California state licensing requirements if that is the intended path. Completing CIHS’ PhD in Psychology program will provide the student with the necessary training to be effective in the field as a professional psychologist, researcher, educator or leader.

The program provides a core curriculum that emphasizes consciousness, healing, and spirituality as well as required psychology courses. The program allows the student to reach beyond the traditional “medical model” to view the client in an integrative holistic manner, as a human being seeking wholeness.

Prerequisite to Admission to the Clinical Psychology Concentration
A Master’s degree, or its foreign equivalent, in psychology from an institutionally accredited program is required for

admission into the PhD program in Clinical Psychology.

Students with a Master's degree from an institutionally accredited program in an area other than psychology may be required to complete additional graduate psychology courses from the CIHS Master of Arts in Psychology curriculum either as prerequisites or electives.

Credit Transfer Policy for the Clinical Psychology Concentration
Contingent upon request by the student and review and approval by the CIHS Psychology Program, students may transfer in up to 12 quarter units of doctoral coursework (3 courses) completed within the last 5 years at an institutionally accredited doctoral program, provided that the prior coursework is determined by the CIHS Psychology Program to be equivalent to courses in the required curriculum, and that the coursework is not part of the basis for an awarded degree. The official request for transferring units into the program needs to be filed during the first quarter of attendance at CIHS.

Dissertation Course Policy
All students who enrolled in the Clinical Psychology PhD program during or after the Fall quarter of 2024 are required to take PSY 896, Dissertation Topic Research, and PSY 897, Dissertation Methodology Review, as instructor-led courses.

Degree Core Requirements for Clinical Psychology Concentration

Core courses	28 units
Psychology Required Courses	64 units
Dissertation Sequence	22 units
TOTAL	114 units

Core Curriculum Clinical Psychology Concentration (28 units)

- PSY 766 Scholarly Writing for Psychology I (4 units)
- PSY 765 Foundations in Whole Person Psychology (4 units)
- PSY 771 Consciousness Studies for Psychology (4 units)
- PSY 703 Counseling & Communications Skills (4 units)
- PSY 704 Spiritual Education (Several options available.) (4 units)
- PSY 705 Advanced Qualitative Research Methods (4 units)
- PSY 706 Advanced Quantitative Research Methods (4 units)

Psychology Required Courses for the Clinical Psychology Concentration (64 units)

- PSY 708 Human Sexuality: Clinical Considerations (4 units)
- PSY 710 Ethics & Law in Psychology (4 units)
- PSY 713 Family Violence, Partner Abuse, and Child Abuse: Assess & Intervention (4 units)
- PSY 715 Aging, Long-term Care, Grief and Suicide Risk Assessment (4 units)
- PSY 717 Psychopharmacology (4 units)
- PSY 718 Substance Abuse: Assessment, Intervention, and Treatment (4 units)
- PSY 719 Diagnosis in Clinical Psychology (4 units)
- PSY 723 Multiculturalism and Diversity in Counseling (4 units)
- PSY 760 Objective Personality Testing & Assessment (4 units)
- PSY 761 Intellectual Testing & Assessment (4 units)
- PSY 762 Projective Testing & Integrative Assessment (4 units)
- PSY 734 Psychodynamic Psychotherapy (4 units)

- PSY 735 Existential Humanistic Psychotherapy (4 units)
- PSY 736 Evidence-Based Psychotherapy (4 units)
- PSY 744 Dynamic Group Therapy: Theory and Practice (4 units)
- PSY 741 Family Therapy: Assessment and Intervention (4 units)
- PSY 640A Pre-Practicum Seminar (1 unit) Optional
- PSY 640B Practicum Consultation Group (1 unit) Optional

Dissertation Sequence Clinical Psychology Concentration (22 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)

Additional Licensure Requirements for the Clinical Psychology Concentration

In addition to completing the above 114 units of coursework, this degree requires students to complete the following:

- 500 ~1,000 hours of practicum (recommended)
- 1,500 hours of internship (SPE)
- 40 hours of personal counseling with a licensed psychologist (recommended)

The practicum, internship, and personal counselling requirements for licensure vary from state to state. You are required to comply with the licensure regulations for the state or states wherein you will seek licensure. If you wish to earn the PhD degree but do not plan to seek licensure in any state, these requirements will not apply.

Practicum Requirements - Clinical Psychology Concentration

Students in the Clinical Psychology concentration are responsible for identifying and securing their own practicum sites. In order to begin practicum, students must first complete the Application for Registration as a Psychological Associate with the California Board of Psychology and receive confirmation of registration. No practicum hours may be accrued prior to this registration.

To be eligible to start practicum, students must:

- Be officially admitted into the CIHS doctoral program from the CIHS MA program.
- Successfully complete two quarters of doctoral-level coursework
- Complete and submit the Application for Registration as a Psychological Associate to the California Board of Psychology and obtain approval.
- File a CIHS Practicum Agreement with the Clinical Training Office.
- Register for PSY 620 Practicum each quarter during the practicum placement.
- Quarterly Clinical Training Evaluation must be filed.

Recommended Courses to have completed before Practicum

It is strongly recommended that students complete the following units of coursework before beginning practicum to ensure adequate preparation for clinical training:

- PSY 703 Counseling & Communications Skills (4 units)
- PSY 710 Ethics & Law in Psychology (4 units)
- PSY 713 Family Violence, Partner Abuse, and Child Abuse: Assessment & Intervention (4 units)
- PSY 715 Aging, Long-term Care, Grief and Suicide Risk Assessment (4 units)

- PSY 719 Diagnosis in Clinical Psychology (4 units)
- PSY 723 Multiculturalism and Diversity in Counseling (4 units)
- PSY 736 Evidence-Based Psychotherapy (4 units)
- PSY 744 Dynamic Group Therapy: Theory and Practice (4 units)
- PSY 640A Pre-Practicum Seminar (Optional, but recommended) (1 unit)
- PSY 640B Practicum Consultation Group (Optional, but recommended) (1 unit)

Predoctoral Internship Requirements

In addition to satisfactory completion of 500-1,000 hours of practicum at a CIHS-approved site, students must com- plete a total of 72 quarter units of graduate coursework in psychology (not including thesis, internship, or disserta- tion) and must have advanced to candidacy in order to be eligible for the predoctoral internship. The internship may not exceed 1,500 hours.

Internship Sites

Students may complete internship hours at a CAPIC member site or at a site approved by the CIHS Clinical Training Office. For more information on CAPIC, visit https://capic.net.

In practice, most CIHS students will need to identify and secure an internship site on their own. Once a site is iden- tified, students must complete the Application for Registration as a Psychological Associate with the California Board of Psychology (https://www.psychology.ca.gov/laws_regs/index.shtml). This registration is required before any hours can be accrued.

California Board of Psychology Regulations

When seeking a non-CAPIC site, students should be familiar with Article §1387, Supervised Professional Experience (SPE) of the California Board of Psychology Laws and Regulations (2023 edition or latest):

- The California Board of Psychology requires 3,000 hours of SPE for licensure as a psychologist.
- Of these 3,000 hours, no more than 1,500 hours may be completed during the doctoral program (predoctoral). The remaining hours must be accrued postdoctorally.
- Predoctoral SPE may only begin after completion of 72 quarter units (or 48 semester/trimester units) of graduate coursework in psychology.
- Predoctoral SPE may be accrued only in a formal internship placement pursuant to Section 2911 of the code that is:
  - Accredited by the American Psychological Association (APA), or
  - A member of APPIC or CAPIC.
  - Registration with the Board is not required for APA-, APPIC-, or CAPIC-accredited placements; however, students at all other sites must register as Psychological Associates with the Board before accruing hours.

Agreements and Registration

- Once the internship site is approved by the Program Director, students must meet all site-specific requirements.
- A CIHS Internship Agreement must be signed and filed with the Psychology Clinical Training Office prior to the start of the internship.
- Students must register for PSY 820 Internship each quarter throughout the internship.
- A Clinical Training Evaluation, completed by the site's primary supervisor, must be submitted each quarter by the student to the Psychology Clinical Training Office.

Clinical Psychology Concentration Prerequisites Courses to Predoctoral Internship (24 units)

- PSY 717 Psychopharmacology (4 units)

- PSY 734 Psychodynamic Psychotherapy (4 units)
- PSY 735 Existential Humanistic Psychotherapy (4 units)
- PSY 760 Objective Personality Testing & Assessment (4 units)
- PSY 761 Intellectual Testing & Assessment (4 units)
- PSY 762 Projective Testing & Integrative Assessment (4 units)

California Psychology License

The PhD in Psychology with a concentration in Clinical Psychology provides students with the necessary prerequisites to apply for the California Psychology License. To be considered and granted the California Psychology License, the applicant is required to comply with the requirements of the Board of Psychology Laws and Regulations which include the completion of a minimum of 1,500 hours of postdoctoral internship, passing the EPPP (Examination for Profession- al Practice in Psychology) and the CPLEE (California Psychology Law and Ethics Exam) as stated by the California Board of Psychology. The process of psychology licensure in California also involves a criminal background check. The Board will accept a maximum of 1500 hours of pre-doctoral internship referred to as Supervised Professional Experience (SPE) toward the total of 3,000 hours required for licensure in California.

Since the laws and regulations pertaining to licensing and practice of psychology are unique to each state, students seeking a psychology license in a state other than California must carefully research the laws and regulations pertaining to that state. Certain states require a doctorate degree in psychology or related field from an American Psychological Association (APA) accredited doctoral program. CIHS' psychology doctorate is not an APA accredited program at this time. For more information on licensure in other states please visit the following site for general information. However, it is strongly recommended to contact the Board of Psychology for the state in which you are seeking to gain a psychology license:

https://www.psychologist-license.com/articles/psychologist-licensure/#states

Please note that this catalog reflects the known requirements and best recommendations of the California Board of Psychology (BOP) at the time of its publication. These regulations change periodically. Although students should work closely with the Psychology Program Director, ultimately, it is each student's responsibility to ensure that their pro- gram complies with their professional goals and meets the current rules and regulations of their state licensing board. California Laws and Regulations may be downloaded at the link below or requested from the address below:
https://www.psychology.ca.gov/laws_regs/index.shtml

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

PhD in Psychology — Integral, Transpersonal and Positive Psychology (94 units)

Expected Completion Time

3¾ years for full-time students completing 2 courses per quarter
5 years for part-time students completing 1 course per quarter

In the ITPP PhD program students participate in an offering that is wholly unique within higher education. American psychology does a creditable job of addressing patterns of thought and behavior and their biological roots, but it largely omits crucial human experiences and capacities that are vital aspects of who we are such as consciousness, presence, embodiment, inspiration, felt experience, mysticism, spirituality, healing, and flow. Conventional approaches to psychology have only minimal ability to give these the proper attention and regard, characterizing some as "non-ordinary." Yet these remarkable states and capacities are more common than the psychology literature would suggest, and can often be life-shaping and even life-changing, despite their marginalization.

Integral, transpersonal, and positive psychology are the areas that have made the largest contributions to the understanding of these remarkable aspects of the whole person. This program includes these areas of psychology as it guides students in the study of psychology. Combined with a rigorous scientific and scholarly education, the program prepares graduates to participate in the work necessary to broaden and transform psychology as we know it. The ITPP program is for students who not only want a doctoral diploma, but also want to take their place as publishing researchers and scholars in these areas of psychology. We train team members for the project of deepening and renewing the discipline of psychology.

The ITPP PhD track offers additional concentrations in Parapsychology and in Psychedelics, Consciousness and Transformation. Parapsychology is an area of study that investigates reports of exceptional human experiences and/or abilities that appear to be outside of conventional psychological and scientific explanations. These include remote viewing or clairvoyance, telepathy, psychokinesis (or mind-over-matter), precognition, distant healing, and evidence relevant to the postmortem survival of consciousness. Since 1969, the Parapsychological Association has been an affiliate organization of the American Association for the Advancement of Science.

The Psychedelics, Consciousness and Transformation offers an immersive journey into the realms of consciousness, transformation, and healing through the study of psychedelics and self-transcendence. Students who choose this focus will explore non-ordinary states of consciousness, the neuroscience of self-transcendence, and the spiritual and healing potential of psychedelics. With courses covering foundational practices, phenomenology, cultural history, and research methodologies, this specialization provides a rich, multidisciplinary foundation for understanding and utilizing the profound potential of psychedelics in healing and self-awareness.

Prerequisite to Admission to the Integral, Transpersonal and Positive Psychology
A Master's degree, or its foreign equivalent, in psychology from an institutionally accredited program is required for admission into the PhD program in Psychology with Integral, Transpersonal and Positive Psychology concetration.

Students with a Master's degree from an institutionally accredited program in an area other than psychology may be accepted subject to completing additional required prerequisite psychology courses taken from the CIHS Master of Arts in Psychology curriculum.

Credit Transfer Policy for the Integral, Transpersonal and Positive Psychology Concentration
Contingent upon request by the student and review and approval by the CIHS Psychology Program students may transfer in up to 12 quarter units of doctoral coursework (3 courses) completed within the last 5 years in a regionally accredited doctoral program, provided that the prior coursework is determined by the CIHS Psychology Program to be equivalent to courses in the required curriculum and that the coursework is not part of the basis for an awarded degree. The official request for transferring units into the program needs to be filed during the first quarter of attendance at CIHS.

Dissertation Course Policy
All students who enrolled in the Integral, Transpersonal & Positive Psychology PhD program during or after the Fall quarter of 2024 are required to take PSY 896, Dissertation Topic Research, and PSY 897, Dissertation Methodology Review, as instructor-led courses.

Degree Core Requirements for Integral Psychology Concentration

Core courses	28 units
ITPP Required Courses	20 units
ITPP Electives	24 units
Dissertation Sequence	22 units
TOTAL	94 units

Core Curriculum for the Integral Transpersonal and Positive Psychology Concentration (28 units)

- PSY 766 Scholarly Writing for Psychology I (4 units)
- PSY 765 Foundations in Whole Person Psychology (4 units)
- PSY 771 Consciousness Studies for Psychology (4 units)
- PSY 769 Communications Skills for Scholars (4 units)
- PSY 704 Spiritual Education (Several options available) (4 units)
- PSY 705 Advanced Qualitative Research Methods (4 units)
- PSY 706 Advanced Quantitative Research Methods (4 units)

Required Courses for the Integral Transpersonal and Positive Psychology Concentration (20 units)

- PSY 767 Scholarly Writing for Psychology II (4 units)
- PSY 768 Critical Thinking (4 units)
- PSY 770 Integral Transpersonal and Positive Psychology (4 units)
- PSY 779 Psychological Energy (4 units)
- PSY 773 Neuroscience of Consciousness (4 units)

Required Courses for the Parapsychology Specialization (24 units)

- PSY 721 Introduction to Parapsychology (4 units)
- PSY 772 History of Psychical Research (4 units)
- PSY 728 Remote Viewing (4 units)
- PSY 729 Clinical Parapsychology (4 units)
- PSY 737 Practical Applications of Psi (4 units)
- PSY 731 Post-Mortem Survival (4 units)

Required Courses for the Psychedelics, Consciousness & Transformation Specialization (24 units)

- PSY 782 Phenomenology of Psychedelic and Self-Transcendent Experiences (4 units)
- PSY 783 Self-Transcendence: An Experiential Journey (4 units)
- PSY 776 Psychedelics for Transformation (4 units)
- PSY 786 History and Evolution of Psychedelic Use (4 units)
- PSY 787 Neuroscience of Psychedelics, Meditation, and Self-Transcendence (4 units)
- PSY 788 Psychedelic Research: Methodological, Ethical and Legal Considerations (4 units)

Electives for the Integral Transpersonal and Positive Psychology Concentration (No specialization) (24 units)

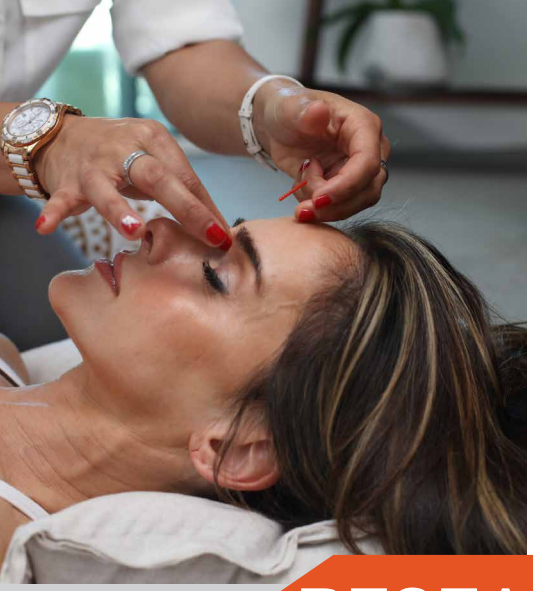
Sample Electives

- PSY 775 Transpersonal Sexuality (4 units)
- PSY 777 Meditation and Personal Transformation (4 units)
- PSY 778 Anatomy of Presence (4 units)

* Any of the courses from the ITTP specializations in Parapsychology or Psychedelics, Consciousness & Transformation can be used as an elective.

Dissertation Sequence for the Integral Transpersonal and Positive Psychology Concentration (22 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)





RESEARCH LABORATORIES AND CENTERS

Laboratory research at CIHS was established in 1992 by Dr. Hiroshi Motoyama, founder of CIHS. He anticipated that the 21st century would signify the beginning of the synthesis of diverse fields of sciences: medical, biological, physical, psychological, etc. – presenting a holistic new paradigm of the human being as integrated body-mind-spirit.

Current Research at CIHS

Our current research laboratories, centers and projects include:

- Addiction Studies Laboratory
- Center for Anomalous and Noetic Studies
- Center for Applied Integrative Metatheories
- Laboratory for Consciousness Science
- Subtle Energy Research Laboratory
- The Human Resilience Project

Laboratory Facilities

CIHS has extensive physical laboratory facilities, including:

- A 64 Channel EGI EEG system with physio, with spatial tracking
- One of the largest Faraday rooms in the region
- A BioWell gas discharge visualization device
- A photon counter and biophoton counting system
- A comprehensive biofeedback system
- AMI continuous devices
- AMI snapshot devices
- A variety of additional EEG devices, including highly portable systems
- A variety of GSR/EDA devices

- A variety of cardiac measurement devices
- Magnetic, radiological, and related measurement devices
- A variety of tACS, tDCS, and tRNS stimulation devices
- High resolution eye tracking devices
- An variety of Transcranial Focused Ultrasound (TFUS) devices, with precision tracking
- A TMS device

Dr. Sarah Roche is responsible for coordinating, assisting, and monitoring laboratory equipment usage by CIHS students and others. She can be contacted at: sroche@cihs.edu

A number of leading researchers are associated with CIHS across our various research divisions. Research Faculty do not teach regular courses, but are involved in research and advising students/faculty/administrators about research, and might be available for serving on dissertation committees upon request.

Research Faculty

Research Faculty associated with CIHS include:

- Mary D. Clark, PhD
- Michelle Dexter, PsyD
- Jorge Ferrer, PhD
- Frederic Luskin, PhD
- Tamara L. Goldsby, PhD
- Dan Graboi, PhD
- David Gruder, PhD
- Stuart Hameroff, M.D.
- Elizabeth W. Krasnoff, PhD
- Sanjay Manchanda, PhD
- Marie Thouin, PhD
- Michelle Veneziaono, DO

Distinguished Scholars associated with CIHS include:

- Harris Friedman, PhD
- Stanley Krippner, PhD
- Stephan A. Schwartz
- James Spottiswoode

Former Research Faculty and Distinguished Scholars include:

- Allan Leslie Combs, PhD



Faculty & Administration

Founding President of CIHS

Hiroshi Motoyama, PhD, LittD

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 PhD degrees in Philosophy and Physiological Psychology. Dr. Motoyama was awarded a prestigious prize for his work in the comparative study of Eastern and Western mysticism.

Dr. Motoyama is both a scientist trained in empirical methodology and a psychic who has experientially gained deep philosophical knowledge. He is the head Shinto priest of the Tamamitsu Shrine in Tokyo, and a yogi well-versed in the yoga treatises. His scientific endeavors resulted in the establishment of the Institute for Religious Psychology, a research facility (1960), and the International Association for Religion and Parapsychology (1972), an international organization whose members are not only composed of scientists in these and related fields but from other diverse professions, too. For the purpose of specialized research in the field of life physics, the Motoyama Institute for Life Physics was established in 1990.

Additionally, Dr. Motoyama is the author of over 50 books (in Japanese and translated to many other languages) and numerous monographs and papers. He has traveled widely throughout the world, presenting his work in conferences and workshops to advance the field.

In recognition of his work in the field, Dr. Motoyama was awarded the McDougall Research Fund Award from Duke University in 1962, and he was selected as one of the world's leading parapsychologists by UNESCO in 1974. Dr. Motoyama was also recognized as an "ordinary academician"





by the Instituto di Cultura Universitaria e di Studi Superiori, Academia Tiberina, Italy in 1977, and he was awarded Dr. J.B. Rhine Biennial Research Award in 1996. He has also been honored by several renowned scientific and religious organizations. He serves as an advisor/lecturer to various international associations and institutes, and he is a member of the editorial board of international journals in related fields.

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

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

Dr. Hiroshi Motoyama

- PhD, Philosophy and Psychology, 1962, Tokyo University of Literature and Science
- LittD, Literature and Science, 1956, Tokyo University of Literature and Science
- BS, Psychophysiology, 1951, Tokyo University of Literature and Science

Board of Trustees

- Richard Jelusich, PhD (Board Chair)
- Milena Braticevic, PhD
- Anne Harley, DMA
- Brian Jones, MBA
- Masato Kashiwakura, BA
- Cindy Reed, RN, PhD
- Charles H. Silverstein, PhD
- Ann W. Elliott, BA
- Artemis Morris, Ph.D.
- Stephen Larsen, Ph.D.
- Paul Mills, PhD (Emeritus)

CIHS Leadership and Administration

INTERIM PRESIDENT
Timothy Laporte, PhD
- Ph.D., Comparative Religion & Philosophy, California Institute for Human Science
- M.A., Comparative Religion & Philosophy, California Institute for Human Science
- A.B., Religion, Princeton University

PROVOST
Stacy Gomes, EdD
- EdD, Educational Leadership, University of LaVerne
- MA Ed, Educational Technology, San Diego State University
- BA, Liberal Arts and Sciences, San Diego State University

CHIEF FINANCIAL OFFICER:
Forrest Temple, BS

DEAN OF OUTCOMES ASSESSMENT AND EDUCATIONAL EFFECTIVENESS:
Ester Rogers

REGISTRAR:
Hideki Baba, PhD

DEAN FOR STUDENT SUCCESS:
Naira Yeghian, MBA

DEAN OF ADMISSIONS:
Ash Zawaideh, MS

DEAN OF INTEGRAL EDUCATION; INTEGRAL NOETIC SCIENCES PROGRAM DIRECTOR:
Sean Esbjorn-Hargens, PhD

ASSISTANT INTEGRAL NOETIC SCIENCES PROGRAM DIRECTOR
David Salisbury Brown Mitchell, Ph.D.

PSYCHOLOGY PROGRAM CO-DIRECTOR; INTEGRAL, TRANSPERSONAL, & POSITIVE PSYCHOLOGY CONCENTRATION DIRECTOR:
Glenn Hartelius, PhD

PSYCHOLOGY PROGRAM CO-DIRECTOR; CLINICAL PSYCHOLOGY CONCENTRATION DIRECTOR:
Farnaz Khoromi, PsyD

INTEGRAL HEALTH PROGRAM DIRECTOR:
Greg Lane, DACM, LAc

ARTIFICIAL GENERAL INTELLIGENCE PROGRAM DIRECTOR
Gabriel Axel Montes, Ph.D.

ADMINISTRATIVE ASSISTANT
Janna Owens

Faculty

Sam Aganov, PhD
- PhD, Clinical Psychology, California Institute for Human Science
- MBA, Business Administration, Aspen University
- MS, Psychology, Kiev National University
- BA, Psychology, Bemidji State University

Nick Bustos, PhD
- PhD, Clinical Psychology, California Institute for Human Science
- MA Counseling Psychology/Marriage & Family Therapy, University of San Francisco
- BA Psychology, minor in Philosophy, University of the Pacific

Callum Cooper, PhD
- PhD, Parapsychology, Manchester Metropolitan University
- PhD, Positive Psychology and Thanatology, University of Northampton
- Post-Graduate Certificate, Research Degree Supervision, University of Northampton
- Post-Graduate Certificate, Academic Practice, University of Northampton
- Master of Research in Psychology, Sheffield Hallam University
- BS, in Psychology, University of Northampton

Julie Dargis, PhD
- PhD, Integral Health, California Institute for Human Science
- MA, Education and Human Development, George Washington University

Prana Gogia, PhD
- DAOM, Pacific College of Health & Science
- MS, Traditional Oriental Medicine, Pacific College of Oriental Medicine
- MBA, IT Management, Sheffield Hallam University
- BEng, Electronics, Poona University

Nicholas Hedlund, PhD
- PhD, Philosophy & Social Sciences, University Coleege London, Institute of Education
- MA, Philosophy & Religion, California Institute of Integral Studies
- MA, Integral Psychology, John F. Kennedy University
- BA, Culture, Ecology & Consciousness, University of Colorado at Boulder

Richard Jelusich, PhD
- PhD, Human Science, California Institute for Human Science
- MS, Systems Management, University of Southern California
- BS, Business Management, San Diego State University

Nandini Katre, PhD
- PhD, Biochemistry & Biophysics, University of Pennsylvania
- MSc, Chemistry, Honors & Distinction, Indian Institute of Technology,
- BSc, Chemistry, Honors & Distinction, University of Bombay

Jürgen W. Kremer, PhD
- PhD, Clinical Psychology, Universität Hamburg, Germany
- Dipl-Psych, Psychology, Universität Hamburg, Germany

Sanjay Manchanda, PhD
- PhD, Computer Science, The State University of New York, Stony Brook
- MA, Counseling Psychology, Pacifica Graduate Institute
- BTech, Electrical and Electronics Engineering, Indian Institute of Technology, Delhi

Sharon Mijares, PhD
- PhD, Clinical Psychology, The Union Institute Graduate School
- MA, Psychology, Sonoma State University
- BA, Psychology, The Union Institute Undergraduate School

Jeffrey Mishlove, PhD
- PhD, Parapsychology, University of California, Berkeley
- M.Crim, Criminology, University of California, Berkeley
- BA, Psychology, University of Wisconsin, Madison

Margaret A. O'Hara, PhD
- PhD, Counseling, Oregon State University
- MA, Counseling, Long Island University
- BS, Community and Human Services, SUNY Empire State University
- AA, Liberal Arts, Nassau Community College

Beverly Rubik, PhD
- PhD, Biophysics, University of California, Berkeley
- BS, Chemistry, Illinois Institute of Technology

Ron Strader, PhD
- PhD, Life Physics, California Institute for Human Science
- PhD, Philosophy of Religion, The Claremont Graduate School
- MA, Education, Chapman University
- MA, Religion, Point Loma College
- BA, Religion, Biola University
- BS, Biological Sciences, Biola University

Jeffrey Thompson, DC
- DC, Chiropractic, Palmer College
- BFA, Massachusetts College of Art

Jenny Wade, PhD
- PhD, Human Development, The Fielding Institute
- MA, Human Development, The Fielding Institute
- BA Cum Laude, Texas Christian University

Wendy Wiehl, PharmD
- PharmD, University of California School of Pharmacy

Research Faculty

Research Faculty associated with CIHS include:

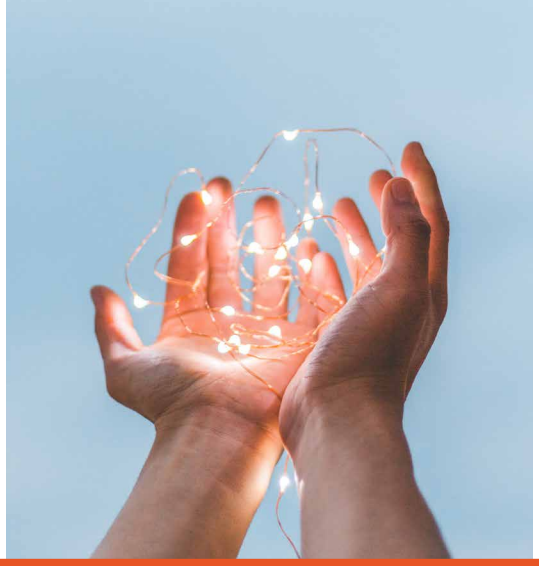
Mary D. Clark, PhD
Michelle Dexter, PsyD
Jorge Ferrer, PhD
Frederic Luskin, PhD
Tamara L. Goldsby, PhD
Dan Graboi, PhD
David Gruder, PhD
Stuart Hameroff, MD
Elizabeth W. Krasnoff, PhD
Sanjay Manchanda, PhD
Marie Thouin, PhD
Michelle Veneziaono, DO

Distinguished Scholars associated with CIHS include:

Harris Friedman, PhD
Stanley Krippner, PhD
Stephan A. Schwartz
James Spottiswoode

Former Research Faculty and Distinguished Scholars include:

Allan Leslie Combs, PhD


Course Descriptions

Deaprtment of Artificial General Intelligence Courses

AGI 501 Foundations of Artificial General Intelligence I
This foundational graduate course provides a comprehensive introduction to Artificial General Intelligence, bridging theoretical foundations with practical implementations. Students explore the philosophical, psychological, mathematical, and computational dimensions of intelligence across biological and artificial systems. Topics span the history of AI and AGI, theories of consciousness, Western and Eastern philosophies of mind, cognitive psychology, knowledge representation using metagraphs, motivational and emotional architectures, information theory, algorithmic complexity, and formal neural networks. Students implement basic AGI components using the Hyperon/OpenCog framework. (4 credits)
Corequisite: AGI 502

AGI 502 Algorithms & Data Structures for AGI
This course provides comprehensive coverage of fundamental algorithms and data structures essential for artificial general intelligence systems. Students master graph-based knowledge representations including graphs, hypergraphs, and metagraphs, with particular emphasis on the MORK metagraph knowledge repository architecture. Topics include advanced tree structures, path algebra, pattern matching, unification algorithms, inference strategies, probabilistic programming, pattern mining, and importance sampling. Practical focus is on efficient traversal and reasoning over complex knowledge structures. (2 credits)
Corequisite: AGI 501

AGI 503 Consciousness Studies for AGI Researchers
This course explores theoretical and empirical approaches to consciousness with direct applications to AGI design. Students examine unified models of consciousness incorporating dynamic representation, resource allocation, Global Workspace Theory, Integrated Information Theory, and self-modeling correlates of attention. The course addresses functional aspects of consciousness relevant to AGI implementation alongside philosophical considerations including the hard problem, phenomenal experience, and transpersonal states. Students investigate how consciousness properties vary across different states and consider implications for AGI systems manifesting human-like or novel machine consciousness. (4 credits)

AGI 504 Foundations of Artificial General Intelligence II
Building upon AGI I, this course explores cutting-edge approaches to artificial general intelligence with emphasis on neural architectures, symbolic-subsymbolic integration, and unified cognitive frameworks. Students examine multimodal foundation models for vision, sound, and language; knowledge graph integration with large language models; probabilistic and causal inference; predictive coding and active inference; probabilistic logic networks; evolutionary and artificial life approaches; and advanced formal frameworks including tensor logic, linear logic, and rho calculus. The course bridges theoretical frameworks with practical implementations in the Hyperon environment. (4 credits)
Prerequisites: AGI 501, AGI 502

AGI 505 Introduction to Cognitive and Neural Systems
This course provides comprehensive coverage of neuroscience and cognitive science principles essential for AGI development. Students explore brain architecture, neural dynamics, and cognitive processes through the lens of complex systems theory and nonlinear dynamics. Topics include neural coding, cortical organization, spiking and rate-based neural models, attractor networks, cognitive architectures, and the relationship between neural substrates and cognitive function. Special attention is given to extracting design principles from biological systems for application to AGI architectures. (4 credits)

AGI 506 Research Methods for AGI (Qualitative and Quantitative)
This course equips students with rigorous research methodologies for evaluating and advancing AGI systems. Students master experimental design, statistical analysis, and evaluation protocols specific to AGI research challenges. Topics include avoiding data contamination, overfitting, and benchmark hacking, with special attention to evaluating large language models that may have encountered test data during training. The course covers both quantitative metrics for system performance and qualitative methods for assessing human-AGI interaction, emphasizing transparent reporting and critical evaluation of AGI research claims. (2 credits)

AGI 507 Foundations of Artificial General Intelligence III
This advanced seminar represents the culmination of the AGI sequence, exploring frontier topics including goal decomposition, transfer learning, quantum computing applications, and paths toward superintelligence. Students engage with cutting-edge research in embodied cognition, social robotics, temporal reasoning, decentralized AI architectures, and the ethical implications of advanced AI systems. Topics include hierarchical reinforcement learning, diffusion models, natural language semantics via modal homotopy type theory, virtually embodied AGI in game environments, causal reasoning, social and emotional robotics, collective intelligence, and quantum AI. (4 credits)
Prerequisites: AGI 504, AGI 505

AGI 508 Ethics and Philosophy of AGI
This course examines fundamental philosophical questions and ethical challenges in artificial general intelligence. Students explore classical debates including functionalism, the Chinese Room argument, and the nature of machine consciousness, as well as contemporary ethical issues such as algorithmic bias, fairness, and responsible deployment. The course analyzes societal implications of AGI including economic disruption and governance challenges. Advanced topics include superintelligence scenarios, existential risk, value alignment, transhumanist philosophy, and the tension between precautionary and proactionary approaches to AGI development. (4 credits)

AGI 510 Final Project Seminar I
This seminar guides students through the initial stages of their master's final project. Students develop a project proposal, conduct a preliminary literature review, and establish a research or implementation plan under faculty supervision. Emphasis is placed on identifying an original contribution to AGI theory or practice, scoping the project appropriately, and producing a written proposal that demonstrates mastery of relevant literature and research methodology. (2 credits)
Prerequisites: AGI 506; AGI 507 (may be taken concurrently)

AGI 511 Logical and Creative Reasoning for AGI Systems
This advanced course integrates logical reasoning with creative cognitive processes for AGI systems. Students master logic frameworks including first-order and higher-order predicate logic, term logic, and uncertain reasoning systems such as Bayesian networks, Markov Logic Networks, PLN, and NARS. Topics include modal homotopy type theory for identity management, semantic parsing for natural language-to-logic mapping, and creative reasoning through inductive, abductive, and analogical inference. Students implement sophisticated inference control mechanisms including chaining algorithms, geodesic inference, factor graphs, and concept blending architectures. (4 credits)
Prerequisite: AGI 507

AGI 512 Computational Creativity
This course explores computational approaches to creativity across artistic, mathematical, and scientific domains. Students implement creative systems using neural models and evolutionary algorithms for music, art, and text generation, and apply information-theoretic measures to assess aesthetic quality. Topics include mathematical conjecture generation, automated scientific discovery, algorithmic chemistry, self-organization, and chaos as engines of creative emergence. The course emphasizes designing AGI systems with intrinsic aesthetic motivations and implementing cognitive models of the creative process, distinguishing genuine AGI-based creativity from data-bound generative AI. (4 credits)
Prerequisite: AGI 507

AGI 513 Evolutionary Learning for AGI
This course provides comprehensive coverage of evolutionary computation techniques for AGI development. Students master genetic algorithms, genetic programming, and advanced techniques including symbiotic and modular evolution. The course emphasizes Estimation of Distribution Algorithms and the MOSES framework for combining EDAs with hierarchical genetic programming. Students explore the integration of probabilistic inference with evolutionary methods, geodesic evolution guidance, and applications to self-modifying AGI. Connections to biological evolution models including Neural Darwinism and clonal selection provide theoretical grounding for algorithm design. (4 credits)
Prerequisite: AGI 507

AGI 514 Final Project Seminar II
This seminar supports continued development of the master's final project, building on the proposal completed in Final Project Seminar I. Students present progress reports, receive structured peer and faculty feedback, and refine their research or implementation work. Emphasis is placed on intermediate milestones, troubleshooting methodological challenges, and developing the written components of the final project in preparation for submission and presentation. (2 credits)
Prerequisite: AGI 510

AGI 515 Motivation, Attention and Consciousness in AGI Systems
This advanced course integrates psychological and neural theories of motivation, attention, and consciousness into practical AGI implementations. Students explore the Psi and MicroPsi models, MetaMo theory from Hyperon, and Coward's recommendation architecture. The course examines attention mechanisms from transformer networks to Hopfield attractor dynamics, connecting computational attention to correlates of consciousness. Students implement and evaluate consciousness measures including Phi and nonlinear dynamical indicators, developing AGI systems that exhibit measurable correlates of conscious processing. (4 credits)
Prerequisites: AGI 503, AGI 505, AGI 507

AGI 517 Self-Improving AGI and Superintelligence
This course explores the theory and practice of self-modifying AGI systems and paths to superintelligence. Students examine methods for AI self-modification with practical implementation using MeTTa and similar languages, and apply dynamical systems theory to analyze self-improvement trajectories and stability. Topics include goal preservation mechanisms for recursively self-improving systems, alignment during recursive improvement, the nature of superintelligence, qualitative differences in superhuman cognition, and the psychology of resource-rich minds operating beyond human cognitive constraints. (4 credits)
Prerequisite: AGI 507

AGI 518 AGI and Global Society
This course examines the comprehensive impact of AGI on global society, economics, and governance. Students analyze effects on employment, economic structures, social interactions, and human psychology in an AGI-transformed world. Topics include geopolitical dynamics of AGI development, international governance and coordination challenges, decentralized AGI architectures as alternatives to centralized control, post-scarcity economics, meaning in an automated world, AGI rights and personhood, and strategies for beneficial human-AGI coexistence. (4 credits)

AGI 519 Robotics for AGI
This course addresses the integration of AGI with robotic systems for physical world interaction. Students implement Vision-Language-Action models for embodied intelligence and explore challenges in humanoid and mobile robotics alongside traditional methods such as SLAM. Topics include social robotics, multi-robot coordination, swarm intelligence, AIRIS causal inference for action learning, reinforcement learning with subgoal decomposition, and transfer learning for cross-task generalization. Practical implementations combine inductive and abductive reasoning with evolutionary methods for novel robotic behavior generation. (4 credits)
Prerequisite: AGI 507

AGI 520 Advanced Topics in AGI
This seminar addresses emerging and specialized topics in artificial general intelligence not covered in depth by other courses in the program. Content varies by term and may include recent breakthroughs in AGI research, novel architectures, interdisciplinary applications, or in-depth treatment of specific technical areas at the frontier of the field. Students engage critically with current literature, present and discuss research papers, and complete a focused project or review on the selected topic. (4 credits)

Prerequisite: AGI 507
AGI 590 Master's Final Project Research
This course provides dedicated time and faculty guidance for active research and development on the master's final project. Students work independently under faculty supervision to conduct experiments, develop implementations, analyze results, and draft written components of their final project. Regular check-ins with the faculty supervisor ensure steady progress and timely

identification of any methodological or technical challenges. (2 credits)
Prerequisite: AGI 514

AGI 591 Master's Final Project Completion
This culminating course supports the completion, submission, and public presentation of the master's final project. Students finalize written documentation, prepare an oral presentation, and defend their work before a faculty committee and peers. Projects must demonstrate an original contribution to AGI theory or practice through research, significant implementation, or applied development. Evaluation criteria include technical rigor, clarity of communication, depth of engagement with the literature, and the quality of the presented contribution. (4 credits)
Prerequisite: AGI 590

Deaprtment of Integral Health: Master Level Courses

IH 500 Academic Writing for the Human Sciences
This foundational course for incoming students to CIHS is designed to provide an integral understanding of the structure and form of academic writing in scholarly research through the lens of the human sciences. Based on an exploration of critical thinking and the craft of writing, students will develop fluency in APA style and written composition in addition to identification of and engagement with scholarly references. Course lectures, texts, and written exercises, including mini-writing workshops, will be supplemented by tips and techniques for successful academic writing from guest scholars and researchers and/or one-on-one writing labs with the instructor. (4 units)

IH 501 Foundations in Integral Studies
This course is based on the unique vision of Dr. Hiroshi Motoyama, whose background spans religious studies, philosophy, psychology, biology, and a dynamic understanding of Western and Eastern paradigms. From this experience, Dr. Motoyama developed a holistic study of human life, which includes body, mind and spirit, intended to bridge different paradigms of thought and to foster the harmonious realization of a global society. The course introduces students to this integral view of life. (4 units)

IH 502 Consciousness Studies
The course draws upon investigations and models concerning the nature, types, and levels of consciousness, drawn from religion, yoga, mysticism, spirituality, shamanism, Jungian psychology, and parapsychology. (4 units)

IH 503 Counseling & Communication Skills
Conducting effective counseling/guidance in the heal- ing 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 as- sociated 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 the course description under Spiritual Education on page 58. (4 units)

IH 505 Introduction to Qualitative and Quantitative Research
The two main methodologies will be reviewed: first, qualitative research, based on phenomenology, explores the nature and meaning of phenomena using interviews, observation, or records. The approach is inductive and hermeneutic and aims to develop concepts or theories focusing on the subject's experience.
Quantitative research is essentially deductive and confirms hypotheses using statistical analysis. It is issued mostly in experimental and correlation de signs 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)

IH 506 Statistics
The course provides an overview of descriptive and inferential statistical techniques including: central tendency, frequency, variability, correlation, linear 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)

IH 507 Integral Perspectives on Health
This course provides the philosophical underpinnings of Eastern holistic perspectives, and the basic tenets of Taoist life principles compared to the philosophical basis of Western medicine. (4 units)

IH 508 Introduction to AMI Research
This course will present the basic introduction to utilizing the AMI as a tool for rigorous scientific research. Administration and interpretation of results will set the foundation for further experimentation with the AMI. A laboratory fee of $120 is required. (4 units)

IH 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 ap- ply to the functioning of biological systems. (4 units)

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

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

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

IH 584 Ecopsychology
Ecopsychology is an emerging field that explores the interrelationship between humans and the natural world. It seeks to awaken us to the illusion of separation exists between self and nature. It suggests that by rediscovering our connection with all things, we can begin the process of psychological and ecological healing. This includes effective environmental education and action, ecotherapy, promotion of sustainability, healing and influences of encounters with wilderness and nearby nature, and sacred dimensions of human-nature relationships. (4 units)

IH 600 AMI Data Interpretation and Assessment
This course provides the theoretical basis for the interpretation of AMI data. Starting from the physical principles of AMI's unique electro-dermal measurements and physiological meanings of the three parameters (BP, AP & IQ), the course presents key experimental evidence that led to the current interpretation highlighting "BP," in particular, as a parameter reflecting the Ki-energy conditions of the human meridian system. The feasibility of "chakra assessment" will also be raised as a topic of special interest. A laboratory fee of $120 is required. (4 units)
Prerequisite: IH 508

IH 605 Survey of Complementary Methods and Medicine
The broad range of complementary and alternative medical approaches and therapeutic modalities are surveyed within the context of an integral understanding of human beings in their environment. (4 units)

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

IH 620 Electrophysiology & Biofeedback
Basic principles of psychophysiology and biofeedback are reviewed. Included in this review are the physi- ological monitoring, measurement, and feedback of electromyography (EMG), photoplethysmography (PPG), galvanic skin response (GSR), heart and res- piration rates as well as peripheral body tempera- ture training for lowered arousal. The Apparatus for Meridian Identification (AMI) and other electrophysio- logical equipment are briefly covered. The use of this equipment for diagnostics and biofeedback proce- dures will be discussed along with hands-on technical training. A laboratory fee of $120 is required. (4 units)

IH 623 AMI Applications for Research
This course is designed to prepare the student for advanced AMI measurement techniques, experimental design, data analysis, interpretation and discussion. The Continuous AMI measurement will be introduced and demonstrated. Students will be trained to per- form pilot research by using the Snapshot and/or
Continuous AMI and writing 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)
Pre- requisites: IH 508/708 and IH600/700.

IH 628 Quantum Concepts for Biology and Consciousness
This course presents the reasons for the need for quantum theory to explain certain aspects of biological phenomena. Recent interpretations of Quantum theory are also reviewed. Exclusion principles, absorption, and emission of electromagnetic energy
at atomic/molecular levels, tunnel effects, and coherence are discussed within the context of cell and tissue functions. (4 units)

IH 635 Advanced Subtle Energy Device Research
Contact the Integral Health Program Director for the course description.

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

IH 645 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 units)

IH 651 Psychoacoustics
The course presents a comprehensive overview of experiential studies of the alteration of human mood and states of consciousness by modifying rhythm, frequency, pitch, and intonation of sound produced by electronic and acoustic sources. The concepts and application of Mantra chanting and of music therapy are also reviewed. Overall emphasis is therapeutic acoustic intervention. (4 units)

IH 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 667 Advanced Cellular Metabolism and Mitochondria
Focus on synthesis, pathways, and mitochondrial dysfunction in aging. Genomics (3x4) and Epigenetics of Longevity: In-depth study of and repair mechanisms, combined with traditional wisdom. (4 units)

IH 668 Exercise Physiology as Embodied Practice
Focus on muscular adaptation, optimization, and metabolic switching, integrated with other movement modalities. Tai Chi, Yoga, Dance, Pilates, Weight Training, Calisthenics, etc. (4 units)

IH 669 Advanced Biometrics and Wearable Technology
Validation, reliability, and application of consumer and clinical devices. (4 units)

IH 670 Nutrigenomics and Personalized Nutrition
The impact on nutrient metabolism and designing personalized protocols. Clinical Biomarker Assessment and Holism: Interpreting comprehensive blood chemistry, ancillary scanning and diagnostics. (4 Units):

IH 671 Fundamentals of Brainwave Technology
Understanding of from first principles perspective in-depth mechanics and use protocols. Audiovisual Entrainment and Sensory Stimulation: Physiology and efficacy of including synchronized visual feedback on brain state and neuroplasticity. Emerging Biofield Technologies: Scientific evaluation of non-traditional energy/frequency therapies, focusing on regulatory status, empirical evidence, and mechanism study. (4 Units):

IH 672 Molecular Hydrogen and Oxygen Therapies Delivery methods, mechanisms and efficacy of therapeutics. Photobiomodulation (PBM) and Light Therapy
Detailed mechanisms and apparatus design. Spectrum Applications: Clinical and cellular uses of various light spectra wave lengths, applications and outcomes. (4 units)

IH 677A Introduction to Biophoton Research
This laboratory course presents the basic concepts of electromagnetic radiation: light, photons, and the electromagnetic spectrum. Sources of photons in nature and biology (biophotons) are considered. Students will learn to operate a sensitive photon counter and conduct experiments in a dark, shielded room. Students will design and implement an original research project with the photon counter. A laboratory fee of $120 is required. (4 units)

IH 677B Biophoton Research Applications*
Contact the Integral Health Program Director for the course description.

IH 678 EEG and Brain Psychophysiology
This course provides training and practice in the use of the EEG instrument and interpretation of waveforms of the brain waves and their frequency spectra. Besides the basic principle of measurement and the implications of conventionally used frequency bands, some case studies are presented from selected examples of clinical patients as well as experiments of energy psychology. A laboratory fee of $120 is required. (4 units)

IH 680 Topics of Special Interest
Two or more students arrange to focus on a specific topic with a faculty member. (4 units)

IH 690 Thesis
A proposed topic (theoretical or research-based) that has been approved by a faculty member and the aca-

demic dean can be undertaken, presented, and accepted by the supervising faculty member. (4 units)

IH 691 Thesis Alternative Capstone
Students conduct a thorough evidence-based review of their accomplishments of the program learning goals. This capstone is intended for students continuing into the doctoral program at CIHS and also addresses interest in dissertation topics. Capstone projects are supervised by the Program Director. (4 units)

IH 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 studies must be approved by the Program Director / Dean of Outcome Assessment and Educational effectiveness/ Academic Committee before the study can proceed.
(4 units)

IH 679 Human Bio-field: Scientific & Philosophical Concept
This course will provide scientific and philosophical overviews of the bio-energetic principles that are fundamental to living organisms. Energy field concepts have been commonly referred to in traditional worldviews and healing practices in many indigenous cultures of the world. Students will learn the bio-field concepts of both East and West. Although these concepts are not yet accepted in mainstream science, energy medicine practitioners and researchers regard
them as essential. Recent work in bio-field study will be reviewed and their implications for future research will also be discussed. (4 units)

IH 680 Topics of Special Interest
Two or more students arrange to focus on a specific topic with a faculty member. Courses from other Programs at the institute may be taken under this title, upon approval. (4-8 units)

IH 681 Consciousness-Based Medicine
This course describes a new model of medicine developed in response to converging evidence suggesting consciousness is primary, preceding and giving rise to our physical bodies. We will explore the radical ramifications for how we define health and healing, what actually takes place during the healing process, and how we can best facilitate this process. You will also learn a practical system for making sense of the thousands of treatment options available and a 7-level treatment protocol to help you most effectively tailor these treatments to individual people and problems. (4 units)

IH 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)

IH 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 studies must be approved by the Program Director / Dean of Outcome Assessment and Educational Effectiveness/ Academic Committee before the study can proceed. (4 units)

Deaprtment of Integral Health: Doctoral Level Courses

IH 700 Academic Writing for the Human Sciences
This foundational course for incoming students to CIHS is designed to provide an integral understand- ing of the structure and form of academic writing in scholarly research through the lens of the human sciences. Based on an exploration of critical thinking and the craft of writing, students will develop fluency in APA style and written composition in addition to identification of and engagement with scholarly references. Course lectures, texts, and written exercises, including mini-writing

workshops, will be supplemented by tips and techniques for successful academic writing from guest scholars and researchers and/or one-on-one writing labs with the instructor. (4 units)

IH 701 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 702 Consciousness Studies
The course draws upon investigations and models concerning the nature, types, and levels of consciousness, drawn from religion, yoga, mysticism, spirituality- ty, shamanism, Jungian psychology, and parapsychology. (4 units)

IH 703 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 as- sociated 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 704 Spiritual Education
A variety of modules, some involving exercises or contemplative practices, are offered. See the course description under Spiritual Education on page 58. (4 units)

IH 705 Advanced Qualitative Research Methods
Qualitative research in psychology is selected as an investigative strategy when the information sought is best obtained in the respondent's own words and/or in the form of activities that must be observed in their natural setting 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- ed specialization and dissertation focus. (4 units)

IH 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 and 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)

IH 708 Introduction to AMI Research
This course will present a basic introduction to utilizing the AMI as a tool for rigorous scientific research. Administration and interpretation of results will set the foundation for further experimentation with the AMI. A laboratory fee of $120 is required. (4 units)

IH 711 Survey of Complementary Methods/Medicine
The broad range of complementary and alternative medical approaches and therapeutic modalities are surveyed within the context of an integral understanding of human beings in their environment. (4 units)

IH 712 Subtle Energy Devices Survey
This course will elucidate the physical mechanisms of the operation of a number of different devices, and it will reveal the physical energy/subtle energy inter- play in the overall device operation. Their application for subtle energy research will also be discussed. (4 units)

IH 713 Energy Medicine Topics
Many original systems of medicine still in existence today have developed more or less independently of each other over the past several millennia. Since

the development of Western medicine, most of these systems have been looked down upon in the very country where they developed originally. Currently, an integration of the positive aspects of these ancient medical systems with modern Western medicine is occurring. This course investigates that integration in an effort to come up with a health system that includes prevention as well as effective ways of coping with difficult diseases. (4 units)

IH 714 Traditional Chinese Medicine and Subtle Energy Systems
This course provides an outline of the meridian system: the 12 primary and 8 extra meridians; the location of the important acupuncture points; the directional flow of Ki; the interaction between Yin and Yang meridians, and the relationship of the five elements with the meridians. Instruction also explores diagnostic methods according to pulse and pressure, skin color, texture, nail and hair condition, and ancestral and parental influences. (4 units)

IH 700 AMI Data Interpretation and Diagnosis
This course provides the theoretical basis for the interpretation of AMI data. Starting from physical principles of AMI's unique electro-dermal measurements and physiological meanings of the three parameters (BP, AP & IQ), the course presents key experimental evidence that led to current interpretation highlighting "BP," in particular, as a parameter reflecting the Ki-energy conditions of the human meridian system. The feasibility of "chakra assessment" will also be raised as a topic of special interest. A laboratory fee of $120 is required. (4 units)
Prerequisite: IH 508

IH 721 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 ap- ply to the functioning of biological systems. (4 units)
IH 722 Advanced Biofeedback and Neurofeedback Introduction to electroencephalography (EEG), quantitative electroencephalography (QEEG), also known as "brain mapping," neurofeedback (EEG) peak performance training, and experimental biofeedback procedures, including biofeedback-assisted hypnosis, are explored. The use of the international 10-20 system of electrode placement and neurofeedback 1 and 2 channel protocols for alpha brain-wave enhancement including phase, coherence, and synchrony, will be examined with hands-on technical training using state-of-the-art computerized neurofeedback technology. Included will be techniques for the identification of artifacts and variant QEEG. A laboratory fee of $120 is required. (4 units)

Prerequisite: IH 620

IH 723 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)
Pre- requisites: IH 508/708 and IH600/700.

IH 725 Integrative Anatomy and 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 an integrative understanding of the human body system. Emphasis is given to the healthy physiological functioning of each internal organ from the viewpoints of biochemistry and electrophysiology, as well as oriental medicine. (4 units)

IH 728 Quantum Concepts for Biology
This course presents the reasons for the need of quantum theory to explain certain aspects of biological phenomena. Recent interpretations of Quantum theory are also reviewed. Exclusion principles, absorption, and emission of electromagnetic energy at atomic/molecular levels, tunnel effects, and coherence are discussed within the context of cell and tissue functions. (4 units)

IH 731 Karma, Reincarnation, and the 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)

IH 740 Paradigms of Health and Disease
In this course, paradigms of health and disease are comparatively explored, from the origins of medical traditions and lineages to complementary and alternative approaches to healing. Approaches considered include ancient Greek and Egyptian traditions, ethnomedicine, the foundations of Eastern medical approaches based on Ayurvedic, Taoist, Tibetan, and Chinese medicine, and holistic approaches to healing, including subtle, vibrational, and energy medicine. (4 units)

IH 752 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 753 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 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)

IH 741 Biophysics of Neuroscience
The course covers the structure and function of cells and interconnections that comprise the nervous system and the behaviors that arise from them. The course will explain how information enters the nervous system through our senses, is processed in the central nervous system, and is output through the motor system and autonomic system. The course includes emotional and cognitive behavior and the biological bases of mental health/illness. The biological basis of energy psychology will also be addressed. (4 units)

IH 751 Psychoacoustics
The course presents a comprehensive overview of experiential studies of the alteration of human mood and states of consciousness by modifying rhythm, frequency, pitch, and intonation of sound produced by electronic and acoustic sources. The concepts and application of Mantra chanting and of music therapy are also reviewed. Overall emphasis is therapeutic acoustic intervention. (4 units)

IH 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 examined as well as altered states of consciousness as opposed to developmental structures of consciousness.

(4 units)

IH 767 Advanced Cellular Metabolism and Mitochondria
See course description for IH 667. (4 units)

IH 768 Exercise Physiology as Embodied Practice
See course description for IH 668. (4 units)

IH 769 Advanced Biometrics and Wearable Technology
See course description for IH 669. (4 units)

IH 770 Nutrigenomics and Personalized Nutrition
See course description for IH 670. (4 units)

IH 771 Fundamentals of Brainwave Technology
See course description for IH 671. (4 units)

IH 773 Molecular Hydrogen and Oxygen Therapies Delivery methods, mechanisms and efficacy of therapeutics. Photobiomodulation (PBM) and Light Therapy
See course description for IH 672. (4 units)

IH 770 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 Hanneman preparations. (4 units)

IH 777A Introduction to Biophoton Research
This laboratory course presents the basic concepts of electromagnetic radiation: light, photons, and the electromagnetic spectrum. Sources of photons in nature and biology (biophotons) are considered. Students will learn to operate a sensitive photon counter and conduct experiments in a dark, shielded room. Students will design and implement an original re- search project with the photon counter. A laboratory fee of $120 is required. (4 units)

IH 777B Biophoton Research Application
Contact the Integral Health Program Director for the course description.

IH 778 EEG and Brain Psychophysiology
This course provides training and practice in the use of the EEG instrument and interpretation of wave- forms of the brain waves and their frequency spectra. Besides the basic principle of measurement and the implications of conventionally used frequency bands, some case studies are presented from selected examples of clinical patients as well as experiments of energy psychology. A laboratory fee of $120 is required. (4 units)

IH 779 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 mainstream science, energy medicine practitioners and researchers regard them as essential. Recent work in bio-field study will be reviewed and their implications for future research will also be discussed. (4 units)

IH 781 Consciousness Based Medicine
This course describes a new model of medicine developed in response to converging evidence suggesting consciousness is primary, preceding and giving rise to our physical bodies. We will explore the radical ramifications for how we define health and healing, what actually takes place during the healing process, and how we can best facilitate this process. You will also learn a practical system for making sense of the thousands of treatment options available and a 7-level treatment protocol to help you most effectively tailor these treatments to individual people and problems. (4 units)

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

IH 799 Independent Study
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 studies must be approved by the Program Director / Dean of Outcome Assessment and Educational Effectiveness/ Academic Committee before the study can proceed. (4 units)

IH 801 Forefront Issues in the Mind-Body Problem
Contact the Integral Health Program Director for the course description.

IH 802 Advanced Foundations of Quantum Mechanics and Consciousness
Contact the Integral Health Program Director for the course description.

IH 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)

IH 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 coursework. (5 units)

IH 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, a 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)

IH 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)

Department of Integral Noetic Sciences: Master Level Courses

INS 500 Academic Writing for the Human Sciences
See course description for IH 500. (4 units)

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

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

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

INS 504 Spiritual Education
See Spiritual Education

INS 504 Motoyama Philosophy and Practice
Dr. Hiroshi Motoyama is Founder and first President of CIHS. Dr. Motoyama was a realized yogi, scientist and educator. Dr. Motoyama's philosophical roots arose from his unique mission to integrate modern science and contemporary philosophy with lived experience of psychoenergetic awakening within an ancient Shinto tradition.

His philosophical roots are global-integrative, combining Shintoism and major world traditions, especially the philosophy of his yoga roots mesh with Sri Aurobindo's Integral Yoga and integral philosophy, the origin of integral education in the West. Dr. Motoyama believed that the dual approach of pursuing spiritual growth while also carrying out pioneering scientific research would one day enable a reintegration of scientific and religious perspectives. We will study from his general worldview, to karmic dynamics, his style of meditation practice, an investigation of meditation theory and practice, and the fullest extent of his philosophical system as well as many spiritual counseling sessions regarding past lives and past life events relative to this one.
INS 584 Ecopsychology
See course description for PSY 584.

INS 613 Introduction to Qualitative and Quantitative Research
See course description for PSY 505. (4 units)
*Advanced Qualitative Methods may be taken in its place.

INS 615 Global Religions: Contemplative Traditions
This course explores the contemplative perspectives and practices of major global religious traditions, including Daoism, Buddhism, Christianity, Judaism, Sufism, and Hinduism. Students examine the historical development, foundational texts, core contemplative practices, and contemporary expressions of each tradition while developing an integral approach to the emerging field of contemplative studies. Through weekly contemplative practice, experiential reflection, and comparative inquiry, students investigate the phenomenological dimensions of contemplative life and critically explore cross-cultural questions, including the opportunities and challenges of integrating practices from multiple spiritual traditions. (4 units)

INS 618 Global Religions: Esoteric Traditions
This course explores the esoteric traditions, teachings, and practices of religions across Europe, Asia, Africa, and the Americas. Students examine major Western esoteric movements—including Hermeticism, Gnosticism, Kabbalah, Rosicrucianism, Freemasonry, and Theosophy—alongside witchcraft, Buddhist esotericism, Yoruba spirituality, New Orleans Voodoo, and Appalachian Hoodoo. Through historical, comparative, and cross-cultural study, as well as experiential engagement with selected contemplative and esoteric practices, students gain a deeper understanding of the diverse expressions of esotericism around the world. (4 units)

INS 620 Shamanic Healing and Indigenous Spirituality
Anthropologists and evolutionary psychologists find sophistication in the shaman's cultivation and the use of certain procedures for altering conscious experience that goes beyond what is currently available in more industrialized societies. This course presents lectures and experiential exercises to illustrate the shamanic use of language and art as instructive in regard to the utility of metaphors and symbols in social interactions as well as their therapeutic value. Rituals and methods used in shamanic healing are reviewed.

INS 680 Topics of Special Interest
Two or more students arrange to focus on a specific topic with a faculty member. (4 units)

INS 690 Thesis
A proposed topic (theoretical and/or research-based) that has been approved by a faculty member and the Program Director can be undertaken, presented, and accepted by the supervising faculty member. (4 units)

INS 699 Independent Study
Independent Study can be an integral part of any academic program, allowing the student to pursue areas of interest that are personally and professionally relevant. This allows a student and faculty member to collaborate in a program of study to fit specific needs. Students are allowed a maximum of three Independent Studies in each degree program totaling 12 units at the graduate level. All Independent Studies must be approved by the Program Director / Dean of Outcomes Assessment and Educational Effectiveness BEFORE the study can proceed.

Department of Integral Noetic Sciences: Doctoral Level Courses

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

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

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

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

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

INS 705 Advanced Qualitative Research Methods
See course description for PSY 705. (4 units)

INS 706 Advanced Quantitative Research Methods
See course description for PSY 706. (4 units)

INS 715 Global Religions: Contemplative
See course description for INS 615. (4 units)

INS 718 Global Religions: Esoteric Traditions
See course description for INS 618. (4 units)

INS 720 Shamanic Healing and Indigenous Spirituality
See course description for INS 620. (4 units)

INS 730 The Global Metacrises
This course offers a transformative exploration of the global metacrisis—understood as the deeply interwoven ecological, technological, political, economic, and ethical crises confronting humanity, along with their underlying epistemic (sensemaking) and existential-spiritual (meaning-making) causes. The metacrisis is not merely the sum of many interconnected crises (the polycrisis); rather, it is the set of root causes driving these crises—a profound crisis of sensemaking, meaning -making, and ultimately, our worldview. The metacrisis thus underlies our very ability to comprehend and respond effectively to crises themselves. By addressing these root causes at the level of worldview or cultural deep codes, we open the potential for transformative change: the simultaneous regeneration of our social, technological, and ecological systems through an integrative worldview capable of navigating complexity and fostering planetary flourishing. (4 units)

INS 745 Integral Spiritual Coaching
This course is designed to educate students in a life coaching process that assists clients in integrating their spiritual nature into every aspect of their life. Professionals working from this perspective bring authenticity to their work by integrating their own spiritual nature into their daily personal and professional life. Therefore, this course will not only be informative, but necessarily experiential as well. (4 units)

INS 790 Topics of Special Interest
See course description for PSY 790. (2-8 units)

INS 799 Independent Study
See course description for INS 699. (2-12 units)

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

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

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

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

Department of Psychology: Master Level Courses

PSY 565 Foundations of Whole Person Psychology
This course is designed to situate whole person approaches to psychology in global and historical context. The student will be invited to consider how the history and systems of psychology have been shaped by the context of Western history, culture, and philosophy. The course will pose the question of how psychology might be transformed in dialogue with world philosophies such as Advaita Vedanta, Integral Yoga, Buddhism, and integrative Western philosophies that attempt to reflect values of interconnectedness. Approaches to dialogue such as the vision of Dr. Hiroshi Motoyama, founder of

CIHS, will be examined and discussed. The course also introduces embodiment practices for use in the scholarly context. (4 units)

PSY 566 Scholarly Writing for Psychology This foundational course provides an understanding of the structure and form of scholarly writing in research for the human sciences. In addition to correct use of APA style, the student will learn how to analyze scholarly literature, critique the writing of others in a constructive and collegial manner, and craft and support their own scholarly opinions in dialogue with feedback. These skills will be applied in producing a sustained written argument on a topic of their choice that is relevant to their scholarly goals and course of study. (4 units)

PSY 571 Consciousness Studies for Psychology
The student will be introduced to major models and conceptualizations of consciousness developed within the contemporary field of consciousness studies, with an emphasis on development of critical evaluation of the assumptions within each approach, assessment of whether it is a theory amenable to empirical investigation, and whether it appears to be applicable within the field of psychology. (4 units)

PSY 504 Spiritual Education
A variety of modules, some involving exercises or contemplative practices, are offered. See the course description under Spiritual Education on page 58.
(4 units)

PSY 505 Introduction to Qualitative and Quantitative Research Methods
The two main methodologies will be reviewed: first, qualitative research, based on phenomenology, ex- plores 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 deductive and confirms hypotheses using statistical analysis in both experimental and correlation designs to establish relationships between variables. Steps in the research process for both approaches will be reviewed, focusing on sampling, collection, and analysis of data. (4 units)

PSY 601 History and Systems of Psychology
Philosophical and scientific antecedents of modern psychology. Schools of thought in psychology including structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis. Recurrent issues in the history of psychology will be considered. In addition to the history of the science of psychology, there will be considerable emphasis on the history of psychological practice focusing chiefly on clinical, and counseling psychology. (4 units)

PSY 657 Lifespan Development
The human journey is explored in depth from conception through old age encompassing both popular and psychospiritual perspectives. The development of personality through the life stages leading to fulfill- ing life goals and dying with integrity. Understanding how perceptions, cognition, relationship capacity, and development of moral ideals develop and change through life stages. This will include perspectives from a variety of cultures and communities from the Global North through the Global South. (4 units)

PSY 642 Cognitive and Affective Basis of Behavior
This course will cover the current theory and research on the psychophysiological processes of sensation, perception, learning, cognition, memory, emotion, motivation and psychophysiological processes knowledge base relating to cognition, emotion, and their interdependencies. The focus is on basic principles regarding structure, process and content, and alternative theoretical perspectives, rather than on clinical application. The knowledge and skills taught in this course constitutes an important part of the professional body of information that would assist any clinical psychologist's abilities to understand their clients and to make use of the research behind evidence-based clinical practices. (4 units)

General Psychology (Pre-Clinical)

PSY 607 Psychology of Personality
The psychology of personality examines several broad approaches to personality development and organization relevant to research and clinical assessment. Behavioral, psychodynamic, transpersonal, and

cognitive-behavioral and trait theories are reviewed. This course views the approaches in historical, philosophical, practical, and methodological perspectives, and considers the roles of biology, society, culture, and interpersonal environment in shaping personality. (4 units)

PSY 611 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 require 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 etiology, prognosis, differential diagnosis, dual diagnosis and the limitations of specific diagnostic categories considering the trend to medicalize psychological disorders, and the implications for the therapeutic relationship. (4 units)

PSY 625 Multiculturalism and Diversity in Counseling
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)

Consciousness & Transformation

PSY 573 Neuroscience of Consciousness
While consciousness cannot be precisely defined or measured, brain activity associated with various types of conscious experience, including self-reflexive awareness, broadens understandings of phenomena such as states of mind, “energy healing,” empathy, intuition, and near-death experiences. The student will learn to distinguish between measurable patterns of neural activity, the phenomenology of sense experience, and overlaid interpretations that give personal meaning to experience. (4 units)

PSY 577 Meditation and Personal Transformation
Meditation is a shift in mental state from the ego’s conventional narrative to quiet presence with the sensations of the body. These body sensations appear to represent the emotional life of the body, both present and historical. By adopting a quiet inner stance, tolerance for emotional discomfort is increased by decreasing the unpleasantness of discomfort. This course provides an overview of evidence for the transformative effects of meditation, as well as instruction in how to achieve certain meditative states rapidly and reliably.

PSY 575 Transpersonal Sexuality
This course delves into the intersection of sexuality and transpersonal psychology, examining how erotic experiences can serve as gateways to expanded states of consciousness and transformation. Topics include tantra, kink, erotic mindfulness, and transpersonal love, alongside various cultural and spiritual traditions such as African Oshun practices and Eastern philosophies. Drawing from a diverse body of literature, this course invites students to critically engage with contrasting perspectives on the meaning and purpose of the erotic, potentially leading to a more holistic and expanded understanding of human sexuality. (4 units)

Parapsychology

PSY 509 Introduction to Parapsychology
This course provides an overview of the field of parapsychology. Key definitions and terminology are explored from psychical research to parapsychology, and what is considered ‘parapsychological’ in nature and why. Parapsychology aims to investigate reports of exceptional human experiences and/or abilities which, in principle, appear to be outside of conventional psychological and science understanding. The field of parapsychology requires working understanding of the scientific method, human motivation, emotions, cognition and beliefs. The course covers how science is communicated, and how methods are appropriately applied to explore exceptional experiences and/or abilities.
(4 units)

PSY 525 History of Psychical Research

The course will cover the pivotal role of the London-based Society for Psychical Research, founded in 1882. Early empirical and theoretical work by significant figures in the field will be featured. We will also delve into the experiences of psychics, mediums, and experiencers who worked routinely with scientists. The course takes a comprehensive approach, presenting psychical research, parapsychology, and modern psi research as having evolved not just through the research work of individuals but also through the performances and practices of psychics, mediums, and those who worked with the experimenters, as well as within the international context of developing psychology, psychotherapy, and psychiatry.

PSY 528 Remote Viewing
Remote viewing is a contemporary term for what was once called clairvoyance or free-response ESP. It is essentially the ability to receive information from distant locations in space or time. This class will include experiential, historical, and research components. Students will follow in the footsteps of the early researchers such as Rene Warcollier of the Institut Métapsychique International in France. Students will participate in out-of-body experiments like those performed at the American Society for Psychical research, and at Stanford Research Institute (SRI) which served as the research arm of the U.S. military's clandestine remote viewing program. Important research considerations such as target pool creation, scoring methods, rater reliability, randomization and blinding protocols will be. Considerations in setting up remote viewing experiments and common mistakes when designing remote viewing projects will also be covered.

Psychedelics, Consciousness & Transformation

PSY 683 Self-Transcendence: An Experiential Journey
This course provides foundational practices and a theoretical framework for self-transcendence and integration. It is primarily a practice-based course. Over the quarter, students utilize a variety of methods that scientific research has shown have a high statistical likelihood of producing self-transcendence. The course is designed for students interested in spirituality and meditation with a focus on self-transcendence and fundamental well-being.

PSY 682 Phenomenology of Psychedelic and Self-Transcendent Experience
This course explores the transformative nature of psychedelic and awakened experiences through the lens of phenomenology, diving into the realms of consciousness that these reveal. Students engage with both ancient and modern frameworks for understanding non-ordinary states of consciousness. Key topics include Grof's cartography of the psyche, Ken Wilber's Integral theory, the Martin Matrix, and the Ten Fetter model. Through a combination of scholarly analysis, reflective inquiry, and experiential insights, participants gain a deeper understanding of the therapeutic, spiritual, and transformative potential of these experiences, while critically exploring the implications for human evolution, happiness and well-being. The course is designed for students interested in psychology, spirituality, philosophy, and consciousness studies, aiming to foster an integrated view of human potential by merging science and personal transformation.

PSY 576 Psychedelics for Transformation
This course introduces the historical and contemporary use of various psychedelics as powerful tools for healing and self-transcendence. It provides essential guidance for safely navigating psychedelic and related experiences in the context of healing, meditation, mystical insight, and transformation. Attention is given to preparation, integration, and harm reduction. Students learn how to approach psychedelic experiences mindfully and ethically, focusing on safety and well-being. The course emphasizes the importance of preparation through intention setting, understanding set and setting, and integrating insights after the experience. Participants also explore how to use meditation, religious, and spiritual practices in conjunction with and to support the integration of psychedelic experiences, to foster deeper self-awareness and sustainable transformation.

Spirituality & Whole Person Psychology

PSY 574 Psychological Energy
Various ideas of "energy" related to human well-being are ancient and exist in a variety of forms across cultures. This course explores concepts related to human energy beginning with its ancient roots in Indigenous cultures, and follows the diversity of these concepts through Asia to the West. The particular focus is on the development of energy-related concepts in Western psychology from psychoanalysis to somatic psychology, energy psychology, polyvagal theory, and emergent hybrid therapeutic modalities. (4 units)

PSY 578 Anatomy of Presence
Presence, whether in interpersonal, therapeutic, or performance contexts, is a powerful force that has been a term of popular culture more than psychology. This course provides the student with an introduction to the scientific evidence for the efficacy of presence, as well as novel scientific evidence for presence as a specific attentional stance. Attentional stance is the way in which the seat or source of attention is situated within the felt space of the body. Shifting the attentional stance changes the mental state, and the quality of presence, providing rapid and effective access to states of quiet mental focus or meditation.

PSY 690 Thesis or Special Project
A proposed topic (theoretical or research based and/or appropriate case study) that has been approved by a faculty member and academic dean can be undertaken, presented, and accepted by the supervising faculty member. (4 units)

PSY 691 Alternative Capstone Project
The alternative capstone project is intended for MA students who plan to continue into the Psychology PhD program. This project will demonstrate mastery of the Psychology program learning outcomes for the MA program as well as provide an introduction to potential topics of choice for the PhD dissertation. Participation in this alternative capstone project must be approved by the Psychology Program Director, who will act as supervisor, and by the Dean of Outcomes Assessment and Educational Effectiveness. The completed capstone project must demonstrate a degree of academic rigor appropriate for the culmination of a master's degree in the program.

PSY 699 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 study courses. Independent Study courses must be approved by the Program Director and/or Dean of Academic Affairs. (4 ~12 units)

Department of Psychology: Doctoral Level Courses

Clinical Psychology Concentration

PSY 703 Counseling and Communication Skills
The student 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 704 Spiritual Education
A variety of modules, some involving exercises or contemplative practices, are offered. See the course description under Spiritual Education on page 58.
(4 units)

PSY 705 Advanced Qualitative Research Methods
This course covers qualitative research methods relevant to psychology and other humanities such as comparative religion and philosophy. Through multiple learning experiences students will expand their knowledge base and demonstrate application of qualitative approaches including Phenomenological, Heuristic,

Collaborative, Grounded Theory, Feminist Theory, Cooperative Inquiry, and Indigenous methods. Students will have the opportunity to select research designs that align with research questions; transcribe, code, and analyze data from an interview or focus group; and design a mock research proposal. The role of qualitative methods in mixed methods research will be evaluated. Transparency, credibility, dependability, and transferability, and procedures to support overall trustworthiness will be reviewed.
(4 units)

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 and 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 analyses using a statistical software program are explored. (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 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 provision of clinical services are covered. Legal aspects of professional competence, behavior, licens- ing, confidentiality, informed consent, recruitment of subjects for research and advertising of services will be reviewed. (4 units)

PSY 713 Family Violence, Partner Abuse, and Child Abuse: Assessment & Intervention
Because of the hidden nature of abuse within intimate relationships, the true incidence of this problem is difficult to determine but it is considered a serious social issue. It is a course required for clinical licensing. The course will examine the social factors and family-related circumstances that are seen to contribute to the development of this situation. Detection, assessment, and intervention of child abuse will be covered as well as it relates in clinical practice and the family system. (4 units)

PSY 715 Aging, Long-Term Care, Grief and Suicide Risk
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 socio-
cultural considerations. In addition, the psychotherapeutic issues in addressing issues associated with AIDS/terminal grief counseling are discussed. (4 units)

PSY 717 Psychopharmacology
While the course aims to provide students with a background of psychopharmacology necessary to achieve clinical licensing, appropriate use of psycho- pharmaceuticals and possible iatrogenic outcomes due to excessive and prolonged use is analyzed. Sociopolitical factors that influence patterns of prescription psychiatric drugs will be discussed. Consideration will also be given to the use of forms of alternate and complimentary medication that entail less harmful side effects as well as psychotherapy programs that decrease lifelong dependence on pharmaceuticals. (4 units)

PSY 718 Substance Abuse: Assessment, Intervention, & Treatment
The course examines the extent and patterns of use and abuse of illegal, social and medical psychoactive substances and the psychosocial factors and policies that contribute to the etiology of addiction in modern Western societies. The types of therapy and rehabili- tation programs as well as their short and long-term efficacy will also be discussed, along with the implica- tions for developing an effective social policy. (4 units)

PSY 719 Diagnosis in Clinical Psychology
Diagnosis in psychology is based on the most current Diagnostic and Statistical Manual (DSM) that sets the criteria for diagnosis in the field. Clinical licensing and practice requires a thorough knowledge of the categories and criteria for diagnosing mental disorders. The course provides students with an understanding of psychodiagnosis that will prepare them for clinical licensing. Consideration will be given to the limitations of specific diagnostic categories as part of a deliberate effort to medicalize what it is that psychiatry treats, and the implications for the therapeutic relationship. (4 units)

PSY 723 Multiculturalism and Diversity in Counseling
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 727 Couples Therapy
This course is designed to assist the developing clinician in establishing an integrative, practice-based skillset in the provision of couple therapy. Major theories and dominant contemporary models of couple therapy will be explored, covering its psychodynamic, systemic and humanistic-
experiential influences as well as treatment methods grounded in third wave cognitive-behavioral therapy, attachment-based theory, and postmodern/social constructionist thought. Students will critically reflect on areas of potential bias in the treatment of couples, with additional emphasis placed on working with diverse populations. Students will come away with a deeper understanding of themselves with relation to the client-couple, allowing for the emergence of a broader, more inclusive framework in the assessment and treatment of couple dyads. (4 units)

PSY 734 Psychodynamic Psychotherapy
This course presents an examination of psychodynamic concepts, ideas and theories and their application in clinical settings. A historical perspective beginning with Freudian analysis through the development of object relations theory and beyond will be covered. We will similarly explore essential theoretical and clinical concepts in the development of personality, the function of neurosis, the self and psychotherapy, as well as significant discussion on the defenses, the unconscious, anxiety, transference and countertransference, transpersonal dimensions of psychodynamic theory and the struggle to maturation. This course will additionally examine psychodynamic thought in light of contemporary diversity and multicultural considerations. (4 units)

PSY 735 Existential-Humanistic Psychotherapy
This course trains students in the administration, scoring and interpretation of the Rorschach, a projective performance-based personality and processing test. Students will also learn about other projective tests. Test methodologies, cultural issues, relating test results to other clinical information, clinical inference, and report writing are emphasized. (4 units)

PSY 736 Evidence-Based Psychotherapy
In this course we will explore the theory and learn to adapt and deliver several widely used evidence-based cognitive and behavioral therapy treatments, to a wide range of forms of human suffering. Main theories for various approaches will be examined, with a focus on effective therapeutic application. An emphasis will be placed on the more contemporary, widely supported mindfulness-based behavioral approaches, such as MBSR/MBCT and Acceptance and Commitment Therapy (ACT), but also Dialectical Behavior Therapy (DBT) as well as more traditional CBT. We will learn to apply these approaches to widespread forms of human suffering, such as depression, panic and problematic anxiety, as well as OCD, and pervasive emotion dysregulation; and not only adults, but also in children and adolescents. Socio-cultural factors and the use of these interventions with diverse communities will be discussed throughout the course. Classes will consist of presentations of theory and therapeutic interventions, with experiential components and discussions, including regular weekly asynchronous practice by students.(4 units)

PSY 741 Family Therapy: Assessment and Intervention
This course explores the nature of social and family systems and the primary approaches to therapeutic adaptations within those systems. It aims to provide a thorough framework for understanding the family system approach to marriage, partnerships, parenting, and other individual psychotherapeutic needs. The various theoretical orientations within the family therapy field are explored including: Structural Family Therapy. Strategic Family Therapy, Cognitive Behavioral Therapy and the Satir Approach. Students will focus on the practical application of techniques in treatment. (4 units)

PSY 744 Dynamic Group Therapy: Theory and Practice
This course will provide theory and practical application for the 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 760 Objective Personality Assessment
This course reviews objective personality testing and assessments, such as the Minnesota Multiphasic Personality Inventory (MMPI), the Millon Clinical Multiaxial Inventory (MCMI), and the Personality Assessment Inventory PAI. This course will also teach students how to integrate objective test information with other relevant clinical data; Review of the validity, reliability data, for various instruments as well as children and forensic considerations. Diversity, suicidality, and other key components of writing a report will be discussed. (4 units)

PSY 761 Intellectual Testing & Assessment
This course provides an in-depth introduction to the theory and practice of intelligence testing. Students will study key psychometric principles—including reliability, validity, and standardization—and how these inform the development and interpretation of cognitive assessments. The course emphasizes hands-on training in the administration, scoring, and interpretation of major intelligence tests, including the Wechsler Adult Intelligence Scale (WAIS), the Wechsler Intelligence Scale for Children (WISC), and other widely used instruments. Applications of assessment data in clinical settings, including its role in evaluating psychotherapy outcomes, are also explored. (4 units)

PSY 762 Projective Testing and integrative Assessment
This course trains students in the administration, scoring and interpretation of the Rorschach, a projective performance-based personality and processing test. Students will also learn about other projective tests. Test methodologies, cultural issues, relating test results to other clinical information, clinical inference, and report writing are emphasized. (4 units)

PSY 640A Pre-practicum Seminar
This class is to be completed before the start of the practicum. Seminar to cover topics of discussion will include: professional, legal, ethical conduct as psychology trainees as well as issues of suicidality, confidentiality and HIPPA compliance. This course will include an overview of the procedures of evaluation and proper paperwork to be completed by trainees during practicum. (1 unit)

PSY 640B Practicum Consultation Group
This Practicum Consultation course is a requirement for students enrolled in the Clinical Psychology Concentration to be concurrently taken during a practicum site placement. It both supports and deepens trainees' clinical training. Psych trainees will learn enhanced assessment and intervention skills. Although attention will be given to evidence-based treatments, interventions will be addressed from a wide range of theoretical and psychospiritual orientations. The role of ethics and balanced care for both clients and practitioners will be emphasized. The synchronous Practicum will take place on Zoom. (1 unit)

PSY 896 Dissertation Topic Research
This course bridges students from highly structured course work to independent research on a topic sufficiently focused to be feasibly researched in a dissertation project. This will be accomplished through completion of four projects: 1. A problem statement paper that will serve as the basis of the dissertation proposal introduction chapter; 2. An annotated bibliography for the dissertation literature review; 3. An outline of a literature review chapter; 4. A section of the literature review chap-

ter matched to the outline. A primary goal of this class is to support the student in creating work that meets the standards for mainstream academe and published work in scholarly venues, thereby contributing to a credible basis for social and scientific change. (5 units)

PSY 897 Dissertation Methodology Review
In this praxis course the student continues the process of Dissertation Proposal development begun in PSY 896, Dissertation Topic Research. The student will develop a skeletal draft of the Methods chapter that can be readily fleshed out to meet the requirements of a full proposal. This draft will include the research question and/or hypothesis, identification of an appropriate research method, articulation of the sampling, recruiting, instruments and/or protocols to be used, as well as procedures, treatment of data, limitations and delimitations, appendices, and an abstract of the Methods chapter. (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. (4 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 perti- nent 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. (4 units)

Integral, Transpersonal and Positive Psychology Concentration (ITPP)

Core Courses

PSY 766 Scholarly Writing for Psychology I
This foundational course provides an understanding of the structure and form of scholarly writing in research for the human sciences. In addition to correct use of APA style, the student will learn how to analyze scholarly literature, critique the writing of others in a constructive and collegial manner, and craft and support their own scholarly opinions in dialogue with feedback. These skills will be applied in producing a sustained written argument on a topic of their choice that is relevant to their scholarly goals and course of study. (4 units)

PSY 765 Foundations in Whole Person Psychology
This course is designed to situate whole person approaches to psychology in global and historical context. The student will be invited to consider how the history and systems of psychology have been shaped by the context of Western history, culture, and philosophy. The course will pose the question of how psychology might be transformed in dialogue with world philosophies such as Advaita Vedanta, Integral Yoga, Buddhism, and integrative Western philosophies that attempt to reflect values of interconnectedness. Approaches to dialogue such as the vision of Dr. Hiroshi Motoyama, founder of CIHS, will be examined and discussed. The course also introduces embodiment practices for use in the scholarly context. (4 units)

PSY 771 Consciousness Studies for Psychology
The student will be introduced to major models and conceptualizations of consciousness developed within the contemporary field of consciousness studies, with an emphasis on development of critical evaluation of the assumptions within each approach, assessment of whether it is a theory amenable to empirical investigation, and whether it appears to be applicable within the field of psychology. (4 units)

PSY 769 Communications Skills for Scholars
Scholarship is a dialogue with colleagues that includes conversation, oral presentation and discussion, formal debate, correspondence, written reviews, critiques, and

responses, and published papers. This course prepares the student to navigate these avenues of communication with both clarity, precision, and professional respect, managing one's emotional responses and expressions in a way that contributes to constructive dialogue. The course will focus particularly on the skills of professional presentation and public discussion. (4 units)

PSY 704 Spiritual Education
A variety of modules, some involving exercises or contemplative practices, are offered. See the course description under Spiritual Education on page 58.
(4 units**)**

PSY 705 Advanced Qualitative Research Methods
Qualitative research in psychology is selected as an investigative strategy when the information sought is best obtained in the respondent's own words and/or in the form of activities that must be observed in their natural setting 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- ed specialization and dissertation focus. (4 units)

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 and 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
This course bridges students from highly structured course work to independent research on a topic sufficiently focused to be feasibly researched in a dissertation project. This will be accomplished through completion of four projects: 1. A problem statement paper that will serve as the basis of the dissertation proposal introduction chapter; 2. An annotated bibliography for the dissertation literature review; 3. An outline of a literature review chapter; 4. A section of the literature review chapter matched to the outline. A primary goal of this class is to support the student in creating work that meets the standards for mainstream academe and published work in scholarly venues, thereby contributing to a credible basis for social and scientific change. (5 units)

PSY 897 Dissertation Methodology Review
In this praxis course the student continues the process of Dissertation Proposal development begun in PSY 896, Dissertation Topic Research. The student will develop a skeletal draft of the Methods chapter that can be readily fleshed out to meet the requirements of a full proposal. This draft will include the research question and/or hypothesis, identification of an appropriate research method, articulation of the sampling, recruiting, instruments and/or protocols to be used, as well as procedures, treatment of data, limitations and delimitations, appendices, and an abstract of the Methods chapter. (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. (4 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 re- quired 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 perti- nent 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. (4 units)

Integral Transpersonal and Positive Psychology (ITTP) Concentration

PSY 767 Scholarly Writing for Psychology II
TBD

PSY 768 Critical Thinking
This course reviews some major theories and research in whole-person psychology guided by the principles of argumentation in research and scholarship, modes of analysis, and Western logic. Students will take a deep dive into concrete critical thinking skills, applying them to published literature as well as their own scholarly work. The course emphasizes the rigor required to prepare students to appreciate and challenge dominant assumptions in Western psychology, and thereby advance whole-
person perspectives in the wider discipline. (4 units)

PSY 770 Integral Transpersonal and Positive Psychology
This course acquaints the student with the literatures of integral, transpersonal and positive psychology, including areas of controversy, evidence of emerging diversities, ecopsychology, and psychedelic therapies. Instruction will be provided in the skills necessary to search those literatures in the context of a focused thesis statement, and practice in developing a thesis-guided annotated bibliography, The course also introduces embodiment practices for use in the scholarly context.

PSY 772 Psychological Energy
Various ideas of “energy” related to human well-being are ancient and exist in a variety of forms across cultures. This course explores concepts related to human energy beginning with its ancient roots in Indigenous cultures, and follows the diversity of these concepts through Asia to the West. The particular focus is on the development of energy-related concepts in Western psychology from psychoanalysis to somatic psychology, energy psychology, polyvagal theory, and emergent hybrid therapeutic modalities. (4 units)

PSY 773 Neuroscience of Consciousness
While consciousness cannot be precisely defined or measured, brain activity associated with various types of conscious experience, including self-reflexive awareness, broadens understandings of phenomena such as states of mind, “energy healing,” empathy, intuition, and near-death experiences. The student will learn to distinguish between measurable patterns of neural activity, the phenomenology of sense experience, and overlaid interpretations that give personal meaning to experience. (4 units)

Parapsychology Concentration (ITTP)

PSY 721 Introduction to Parapsychology
This course provides an overview of the field of parapsychology. Key definitions and terminology are explored from psychical research to parapsychology, and what is considered ‘parapsychological’ in nature and why. Parapsychology aims to investigate reports of exceptional human experiences and/or abilities which, in principle, appear to be outside of conventional psychological and science understanding. The field of parapsychology requires working understanding of the scientific method, human motivation, emotions, cognition and beliefs. The course covers how science is communicated, and how methods are appropriately applied to explore exceptional experiences and/or abilities. (4 units)

PSY 728 Remote Viewing
Remote viewing is a contemporary term for what was once called clairvoyance or free-response ESP. It is essentially the ability to receive information from distant locations in space or time. This class will include experiential, historical, and research components. Students will follow in the footsteps of the early researchers such as Rene Warcollier of the Institut Métapsychique International in France. Students will participate in out-of-body experiments like those performed at the American Society for Psychical research, and at Stanford Research Institute (SRI) which served as the research arm of the U.S. military’s clandestine remote viewing program. Important research considerations such as target pool creation, scoring methods, rater reliability, randomization and blinding protocols will be. Considerations in setting up remote viewing experiments and common mistakes when designing remote viewing projects will also be covered.

PSY 729 Clinical Parapsychology
Research has consistently shown that a substantial proportion of the general population have had anomalous or paranormal experiences which can result in mental and emotional distress. This course is designed to equip future clinicians with the tools to recognize and respond appropriately to the variety of spontaneous psi experiences that can emerge during and between client sessions. Students will become familiar with psychodynamic, humanistic, positive psychological, and transpersonal clinical approaches. Topics will include therapist-client telepathy, ostensible past-life memories, poltergeist incidents, ostensible spirit possession, and the impact of after-death communication experiences. The focus is on intervention and resolution of the emotional stress those events can cause for individuals, groups, and families. (4 units)

PSY 731 Post-Mortem Survival
The scientific argument for the reality of postmortem survival relies on the convergence of several independent areas of investigation. These include near-death experiences, after-death communications, mental mediumship, physical mediumship, reincarnation research, peak-in-Darien experiences, electronic voice phenomena, cases of possession, and cases of xenoglossy. Students will become familiar with the best examples in each of these categories as well as their individual weaknesses. The empirical evidence is contextualized by theoretical development in areas such as analytical idealism, as well as models of hyperspace and consciousness. The course will also review afterlife beliefs of different cultures and how they differ from and/or relate to the empirical evidence. (4 units)

PSY 737 Practical Application of Psi
The evidence for parapsychology is derived from spontaneous cases, experimental studies, theoretical models, and practical applications, the latter of which is the particular focus of this course. Historical precedents such as biblical prophecy and the oracle of Delphi provide context. However, the course emphasis will be on applications as reported in contemporary literature of parapsychology. Areas of special focus will be the archeological field investigations, psychic healing investigations, the “executive ESP” studies, applications in financial forecasting, remote viewing applications in law enforcement and military intelligence, and intuitive medical diagnosis. This course will also cover failed applied psi efforts and well as fraudulent practices employed by the unscrupulous to simulate authentic applied psi. (4 units)

PSY 772 History of Psychical Research
The course will cover the pivotal role of the London-based Society for Psychical Research, founded in 1882. Early empirical and theoretical work by significant figures in the field, will be featured. We will also delve into the experiences of psychics, mediums, and experiencers who worked routinely with scientists. The course takes a comprehensive approach, presenting psychical research, parapsychology, and modern psi research as having evolved not just through the research work of individuals but also through the performances and practices of psychics, mediums, and those who worked with the experimenters, as well as within the international context of developing psychology, psychotherapy, and psychiatry. (4 units)

Psychedelics, Consciousness & Transformation Specialization (ITPP)

PSY 776 Psychedelics for Transformation
This course introduces the historical and contemporary use of various psychedelics as powerful tools for healing and self-transcendence. It provides essential guidance for safely navigating psychedelic and related experiences in the context of healing, meditation, mystical insight, and transformation. Attention is given to preparation, integration, and harm reduction. Students learn how to approach psychedelic experiences mindfully and ethically, focusing on safety and well-being. The course emphasizes the importance of preparation through intention setting, understanding set and setting, and integrating insights after the experience. Participants also explore how to use meditation, religious, and spiritual practices in conjunction with and to support the integration of psychedelic experiences, to foster deeper self-awareness and sustainable transformation.

PSY 782 Phenomenology of Psychedelic and Self-Transcendent Experience
This course explores the transformative nature of psychedelic and awakened experiences through the lens of phenomenology, diving into the realms of consciousness that these reveal. Students engage with both ancient and modern frameworks for understanding non-ordinary states of consciousness. Key topics include Grof’s cartography of the psyche, Ken Wilber’s Integral theory, the Martin Matrix, and the Ten Fetter model. Through a combination of scholarly analysis, reflective inquiry, and experiential insights, participants gain a deeper understanding of the therapeutic, spiritual, and transformative potential of these experiences, while critically exploring the implications for human evolution, happiness and well-being. The course is designed for students interested in psychology, spirituality, philosophy, and consciousness studies, aiming to foster an integrated view of human potential by merging science and personal transformation.

PSY 783 Self-Transcendence: An Experiential Journey
This course provides foundational practices and a theoretical framework for self-transcendence and integration. It is primarily a practice-based course. Over the quarter, students utilize a variety of methods that scientific research has shown have a high statistical likelihood of

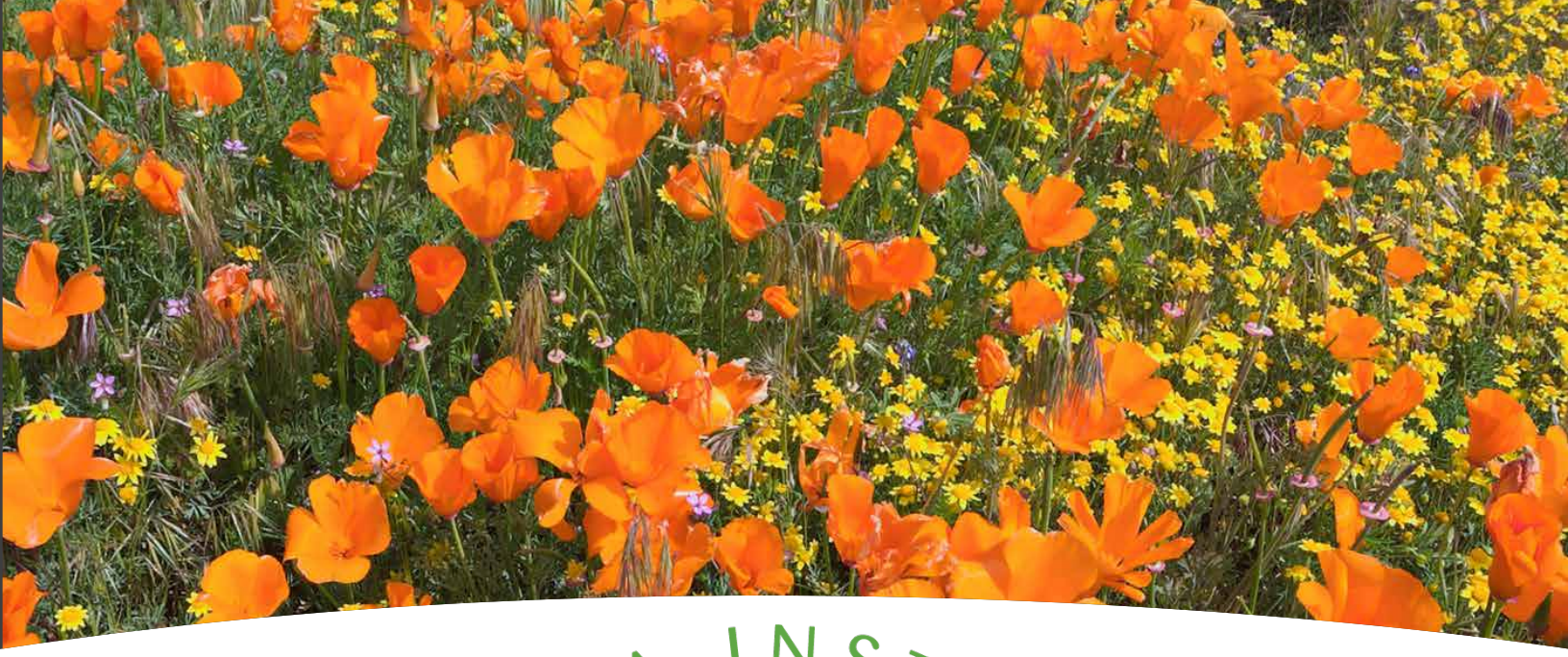
producing self-
transcendence. The course is designed for students interested in spirituality and meditation with a focus on self-transcendence and fundamental well-being.

PSY 786 History and Evolution of Psychedelic Use
This course explores the historical and cultural evolution of psychedelic use, from ancient indigenous practices to modern therapeutic applications. Students examine the role of psychedelics in various spiritual traditions, their influence on culture, and their emerging significance in mental health treatment. The course also covers the shifting legal and societal perspectives surrounding psychedelics, highlighting their impact on personal transfor-
mation and collective consciousness. The course is ideal for students who are interested in the intersection of history, culture, and the expanding field of psychedelic therapy.

PSY 787 Neuroscience of Psychedelics, Meditation and Self-Transcendence
This course bridges the current science of psychedelics with the emerging research on meditation, transformation and self-transcendence from a psychophysiological and neuroscientific perspective. Findings from the neuroscience of self-transcendence, meditation and psychedelics are compared to explore common mechanisms, and to uncover further potential for transformation and healing. Through the lens of modern cognitive and neurobiological theories, students explore the similarities and differences between psychedelic and meditative paths towards self-transcendence.

PSY 788 Psychedelic Research: Methodological, Ethical and Legal Considerations
This course focuses on methodologies for psychedelic research. It also addresses the legal and ethical dimensions of this type of research. The challenges and responsibilities associated with conducting research using psychedelics are examined, including both individual and societal perspectives. Students explore the modern research methods used in clinical trials, experimental studies, and field research, as well as the techniques for assessing their impact on transformation and self-transcendence. Special emphasis is placed on how researchers measure outcomes such as ego transcendence, spiritual insight, and personal transformation using quantitative, qualitative, and mixed method approaches. Students conduct a research project as part of the course.

PSY 789 Preparing for a Career as a Public Intellectual
This course focuses on the variety of skills that students will need to establish themselves as independent consultants, scholars, and public intellectuals. Emphasis will be upon public speaking, training, marketing, project management, grant writing, writing for the educated public, television, radio, YouTube, and social media. The goal of this course is to prepare students for the inevitable challenges and disappointments that face those who select the path of pioneering new, and often controversial, disciplines. The course will also emphasize how to keep up with artificial intelligence, virtual reality, and other technological developments. (4 units)



CALIFORNIA INSTITUTE FOR

HUMAN SCIENCE

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