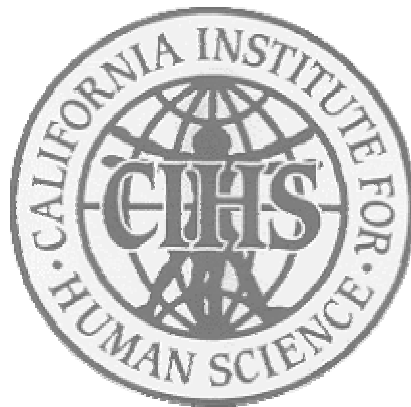


# California Institute for Human Science

## Graduate School and Research Center



### **Catalog**

**FALL 2003 – SUMMER 2004**

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## Mission & Principles

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

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

Founder and President

## Objectives

These objectives are the framework for decisions about student admissions, curriculum, faculty, organization of the Institute and the comprehensive educational experiences designed for the students. As such, the objectives are:

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



## Message from the President

Among the eight principles CIHS has established to guide its research, one aims at the integration of religion and science, and another is concerned with an integral view of human beings, to grasp humans according to the three dimensions of body, mind, and spirit. I would like to introduce here to those who are interested in studying and practicing these two integrations at CIHS, how the integral view of human beings is built on meditation and the mystical experience, and how the integration of religion and science is to be scientifically studied.

1) Subtle energy exists as a mediating point that integrates science and religion. About ten or so years ago, an academic association [for the study] of subtle energy was established in America, for which I served as one of the cooperating members during the incipient stage of its organization. There are two kinds of subtle energy: one that is physical in nature (i.e., *ki*-energy), and the other that is non-physical, 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, Daoism, Christianity, or Islamic Sufism, embody through their respective esoteric practices. They use it for healing people's sicknesses, and it was also used when Christ divided a loaf of bread to share it with a few thousand people. 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 possesses the power to change people's mind and society. Cohabiting with people and nature, those who have awakened to this subtle energy are capable of creating harmony therein.

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) which Motoyama invented. This device that measures *ki*-energy is currently used at many universities 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/science which regards the living body as organic, comprised of a system of organs, and which further breaks it down into DNA consisting of various particles. The medicine of *ki*-energy is accepted by many people who are engaged in the practice of alternative medicines. This is because people are aware of the limitation of medicine based on mere matter, and because they experience on their own the effectiveness of subtle-energy (*ki*-energy) treatment. CIHS is conducting cutting edge research in this field and this study is incorporated into its curriculum.

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 now also being continued by CIHS. I have already mentioned above that once the *chakras* (i.e., the wheel of light or aura) 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 Daoism 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. When a person whose *chakras* are awakened transmits spiritual energy to a specific *chakra*, *ki*-energy increases its volume in the meridians related to it. For example, if *ki*-energy is sent to the *manipura-chakra*, which transmits *ki*-energy to the digestive system (and which controls emotion and imagination), the meridians that are related to the *manipura chakra*, such as the stomach meridian, the spleen-pancreas meridian, and the liver-meridian, increase a volume of *ki*-energy. Consequently, the digestive system becomes activated.

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. And 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 is a research that aims at an integration of science and religion.

2) Spiritual Centered Education. This is designed to enable students to become aware through meditation practice and transcendent action that there exist in the human mind the unconscious, consciousness and super-consciousness. Meditation practice is the practical procedure of breaking through the confines of a small individuality so as to awaken to a higher dimension of the soul that lies behind it. Transcendent action is action in which one becomes the act itself by forgetting one’s self, and without expecting the fruit of action or profit, while holding in view that the action be beneficial to other people and society. It enables an individual to shatter the confines of a small individual existence, leading him/her to the world of a higher dimension of the soul such that he/she can help and save people, while becoming helpful to them. Those who can cohabit with nature and people are awakened to such a dimension of the soul and conscience, and can build a peaceful world for humankind, preventing the deterioration of society [as in the present situation] where people now are intoxicated in contemporary material civilization, forgetting about the human soul and conscience, and where there are people who commit murders and assert themselves at the expense of others.

CHIS provides instruction on a safe method (the practice of self-cultivation) and moral training that enables students to reach the spiritual world with certitude, without falling into spiritual emergency and into the virtual world where mere subjective illusion and hallucination prevail and which is detached from the true spiritual world and the real world. It is my wish to nurture people, based on scientific research, and moral and meditation training, who can cohabit with nature and people with an abundant sensibility and sensitivity and the kind of people who can have a deep insight into the nature of things with great power that can make a difference in the real world.

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



## Vice President’s Address

Human Science – the name of the field of study for which the Institute was created – is a frontier science dedicated to understanding human being from the holistic perspective of Body, Mind and Spirit. The larger purpose of the field of study is to contribute to the development of a harmonious global society. The eight principles of the Institute show the relation between Human Science and the ideal of a global society. As a teaching and research institution, it is hoped that students who receive higher education here will thereby be able to contribute to the planned evolution of a truly global society.

**Masatsune Sato, Hon. Ph.D.**  
Chief Financial Officer / Vice-President



## Administrative Dean's Address

At CIHS, we create a supportive environment for our students to explore both personal and professional goals. Students from throughout the world come here to learn, grow and transform through a Mind Body Spirit centered education grounded in science. .

The institute is built on our principles and stands on three pillars; education, research and clinical. The education arm blends both theoretical understanding and hands on experience. Programs in Human Science, Psychology and Comparative Religion & Philosophy are structured with flexibility to allow students to take courses in all departments and develop an integrative approach to learning

The research arm is world renowned and focuses on frontier science research in human energy, alternative medicine, east-west medicine and bio-photon emission. Students receive fundamental scientific training and have an opportunity to investigate their personal interests. Our unique research efforts draw interest from major universities and institutions such as Stanford, University of California, University of New Mexico, University of Virginia (just to name a few).

The clinical arm is centered on our 11,000 square foot integrative health center with more then 20 clinical suites. Students have the opportunity to collaborate with a variety of alternative health care practitioners and conventional professionals. Through these collaborations students can serve internships and develop career tracks in energy medicine, holistic healthcare, applied & clinical psychology and wellness coaching.

As a vessel of integration and transformation CIHS is here to serve you in your journey to expand your mind, connect your body, and awaken your spirit on your path to professional and social fulfillment.

**John Claude Ayoub, Ph.D.**  
Dean of Administration



## School of Psychology Director's Address

In order to address the exciting challenges of developing socially aware academic programs appropriate for an interdependent society, the California Institute for Human Science recognizes the importance of the interaction of mind body and spirit for human well-being. This integrative approach forms the basis of our research and intervention programs for the helping professions.

We regard community outreach and involvement as foundational for the relevance of our curriculum.

To attain this objective we are committed to maintaining an ongoing dialogue with community based organizations with similar goals, in order to remain in touch with evolving social needs.

To meet both professional needs and personal aspirations, our psychology program provides a clinical track for students intending to obtain licensure, as well as a range of integral studies electives, particularly in energy related paradigms, for students interested in personal enrichment or in potential vocational opportunities in newer alternative approaches to intervention.

**Elizabeth Newby-Fraser, Ph.D.**  
Acting Dean of Academic Affairs  
Director, School of Psychology



## School of Human Science Director's Address

The shortcomings of our current social and medical paradigms are eliciting more interest in new alternate and complementary models of health and wellness coming both from the East and the West. Recent research is supporting some of these models such as Traditional Chinese Medicine and Acupuncture which has been acknowledged as useful for a number of problems by the National Institutes of Health.

However, much remains to do to understand these new models and to maximize their usefulness to society. CIHS, with its vision of human being as body mind and spirit, is the perfect place to study about the newest and most ground breaking information about how to live a meaningful and healthy life. This integral vision encompassing all human experience has become the new model for understanding human evolution as well as the well being of individuals and societies.

Human Science is similar to an Integrative Studies program with more emphasis on personal experience while using the scientific method. Students become knowledgeable in the field of integrative studies which combines different domains of human learning such as religion, science, medicine, philosophy, etc.

Coupled with other certification programs the Human Science programs offer the opportunity to go into a private practice. One of our current students has been hired by a big medical hospital center in San Diego to coordinate wellness programs with a spiritual orientation. One of our graduates wrote a dissertation on a type of acupuncture and now runs workshops using his dissertation as the basis for the handbook he uses. Another graduate has developed an academic career and is teaching at CIHS and in an accredited university.

It is our commitment to make your experience at CIHS a rewarding one.

**Gaetan Chevalier, Ph.D.**  
Director, School of Human Science  
Director of Research



## What Is Unique About CIHS?

I would like to point out to you the unique strengths of the Institute in the Life Physics emphasis area of subtle energies both from a theoretical and an experimental point of view.

Subtle energies can be most simply defined as energies connected to, but distinctly different from, those derived from the four physical forces discussed in the present physics paradigm.

Therefore, subtle energies include emotional, mental and spiritual energies, and it is my belief that they will be the primary focus of all of science in the next century.

A century ago, science was self-congratulatory, thinking it knew most of what was to be known of nature. Then a new door opened and both relativity and quantum mechanics concepts were brought to our consciousness. These concepts occupied the attention of most of science for the majority of this century, and that focus has generated great new technologies and philosophies that enrich our present life.

Once again science is somewhat self-congratulatory with respect to its understanding of nature, and once again a new door seems to be opening in the universe to awaken our collective consciousness to the concept of subtle energies. CIHS is well situated to both explore and teach the new understanding that is unfolding in this area at this time.

**William A. Tiller, Ph.D.**  
Professor Emeritus, Stanford University  
Consultant, California Institute for Human Science



## Why Online Graduate Degree Programs?

The growth of the Internet and more restrictions on our time, has led CIHS to join the company of those universities that use this interactive model of learning that has been revolutionizing distance learning for the last ten years. With access to a computer and a modem, students are freed from the constraints of time, location, and high tuition fees. Our purpose is to allow individuals to earn their degrees on a much more flexible basis, with programs to meet the needs of students both nationally and internationally. This includes translating our curriculum and websites into online programs and courses offering quality education within a community of like-minded learners, without compromising our commitment to providing an integrated educational experience that nurtures mind, body and spirit.





# School of Human Science

## Mission and Purpose

The primary focus of the School of Human Science is to provide the student with the opportunity to take either a multi-disciplinary or specialized approach to the study of the human condition and experience which includes body mind and spirit. The curriculum of the School of Human Science provides a grounding from readings in science, history, natural science, research methods, philosophy, psychology, and religion, the emphasis depending on the department chosen by the student. With this basic foundation, the student is encouraged to undertake experimental or phenomenological research into the nature and breadth of human experience.

## Department of Comparative Religion & Philosophy

### Mission and Purpose

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

### Prerequisites

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

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

## MASTER OF ARTS DEGREE PROGRAM

### Objectives

The M.A. curriculum is designed to provide scholarly training in the comparative and historical study of religion, in-depth examination of particular religions which have had major influences on human history, and expert guidance and instruction

in meditational practices. The M.A. program is a stand-alone program, but at the same time it provides an invaluable educational preparation for the Institute's Ph.D. program in Comparative Religion and Philosophy.

### Degree Requirements

Fifty-two (52) graduate quarter units are required to complete the M.A. degree program in Comparative Religion and Philosophy. The curriculum consists of 13 required courses. Students with strong backgrounds in one or more equivalent courses may, in consultation with the program director, select alternative courses from other M.A. degree programs.

## MASTER OF ARTS IN COMPARATIVE RELIGION AND PHILOSOPHY

### CORE CURRICULUM

CRP 501	Foundations in Integral Studies	(4 units)
CRP 613	Methodology of the Scholastic Study of Religion	(4 units)
CRP 614	Comparative Study of Religion and Spirituality	(4 units)
CRP 615	Historical Survey of Eastern Religious Traditions	(4 units)
CRP 618	Historical Survey of Western Religious Traditions	(4 units)
CRP 620	Native American Religions	(4 units)
CRP 621	Religion and Science	(4 units)
CRP 623	Buddhism	(4 units)
CRP 624	Christianity	(4 units)
CRP 625	Islam	(4 units)
CRP 626	Judaism	(4 units)
CRP 627	Religions from India	(4 units)
CRP 630*	Comparative Religions & Philosophy and Spiritual Education	(4-10 units)

### ELECTIVES

CRP 622	Meditation and Transformation of Consciousness	(4 units)
CRP 628	Topics of Special Interest	(1-4 units)
CRP 650	Thesis	(4 units)

\* Units in excess of 4 taken for this course will count as elective units.

**The Total M.A. Program is 52 units**

### Course Descriptions

#### CORE CURRICULUM - M.A. IN COMPARATIVE RELIGION AND PHILOSOPHY

**CRP 501 Foundations in Integral Studies (same as HUS 501, PSY 501 and LP 501)**

CIHS is based on the unique vision of Dr. Hiroshi Motoyama. His background spans not only numerous disciplines (religious

studies, philosophy, psychology, biology, physics, etc.) but has also been forged from a dynamic interplay between Western and Eastern paradigms of thought. Out of this unique background, Dr. Motoyama developed a project to study human life from a holistic perspective which includes body, mind and spirit. CIHS is intended to help bridge different paradigms of thought and to foster a harmonious realization of a global society. This course introduces students to the complexity involved in the task of creating a genuinely holistic view of human life based upon the diversity of human thought considered cross-culturally. (4 units)

**CRP 613 Methodology of the Scholastic Study of Religion**

This course instructs the student in the multi-disciplinary methods for the academic study of world religions. (4 units)

**CRP 614 Comparative Study of Religion and Spirituality**

The spiritual and religious aspects of human life have evolved from pre-history up to the present. In the early stages, fear of dead spirits brought about worship of spirits and ancestors. Progress in social organization and technology gave birth to such inventions as agriculture and social and national structures. Through these inventions, religion was transformed into the worship of nature and, later, into polytheism. About 4,000 years ago, monotheism and the notion of the Absolute were established. Monotheism gave birth to Semitic Religions and manifestation of the soul through a human being. Buddhism and Yoga discriminate between spirituality and emancipation, which is obtained by complete unification with the Absolute. In Western Religions, Johannes Eckhart (Meister Eckhart), a Catholic saint, came to the same conclusion based on his religious experience. (4 units)

**CRP 615 Historical Survey of Eastern Religious Traditions**

This course engages in a comprehensive review of the basic tenets central to the religious and spiritual traditions that evolved in the temperate regions of Asia, including Shintoism, Buddhism and Hinduism. (4 units)

**CRP 618 Historical Survey of Western Religious Traditions**

This course engages in a comprehensive survey of the desert religious traditions including Judaism, Islam and Christianity. (4 units)

**CRP 620 Native American Religions**

From the standpoint of Shamanic spiritual traditions, the student studies the religions of Native Americans of North and South America. (4 units)

**CRP 621 Religion and Science**

In this course, the student will trace the origins of science relative to the origins of religious traditions. A comprehensive survey is undertaken on the convergence of religion and science in modern times. The student is guided in a theory building effort to synthesize religion and science. (4 units)

**CRP 623 Buddhism**

Buddhism was born and developed in the region along the Ganges River, which was blessed by nature (ample rain and water, temperate climates, arable land and crops) and where people lived in harmony with nature. This course is intended to discuss the context of Buddhism from the geographical and climatic viewpoints and from the view of comparative studies with Islam, Christianity, and Judaism: Realization of the identity of Atman and Brahman (or the Buddha nature inherent in all beings) through recognizing the oneness and homogeneity of men with Great life of Nature (God) in the aforementioned natural environment; development of the theory of karma and reincarnation; the eventual aim of liberation from karmic bounds through religious practice and transcendental actions (action without attachment to the result); and no essential distinction between the Absolute and nature/human beings. (4 units)

**CRP 624 Christianity**

After a long term of wandering and temporary residences, the Hebrew people established their own state in Jerusalem. They deepened their association with the neighboring farmers and gradually accepted the creed of reincarnation which the farmers had. The process of the acceptance of the idea of reincarnation as the creed of "Son of God", "Incarnation of God", "Resurrection" will be discussed. This course is also intended to discuss and consider the other historical aspects of Christian doctrines and their limitations: The doctrine of salvation, wherein human beings could be only saved through the resurrected Christ; the problem of evil in Christian theology; and the application of Greek dualistic thinking (form and material) onto an understanding of matter and mind in Genesis. (4 units)

**CRP 625 Islam**

Islam was founded in the 7th Century A.D. by Mohammed in the Arabian Desert, with absolute obedience to Allah (monotheistic faith which Abraham advocated in the Old Testament), and its creed retains typical religious traits of

people who lived in the desert. This course is intended to discuss the religious sociological traits of Islam: Discrimination of men from God and the created from the Creator; denial of messianism and the idea of "Son of God", denial of the "sin of humanity", considering the human relation to God as an "Individual, responsibility to the commandments by God"; emphasis on the actual material life but at the same time inclination to Heaven; denial of idol worship from the thought of the material as defiled; creed of the equality of men in front of God; and nature of faith in salvation. The Social system of Islam will also be discussed: Integration of politics and religion, concurrence of the patriarch and religious leader, subjugation to commandments by God in all aspects of human life, aggressive nature of Islam, and its nature which is unlikely to permit individual freedom and independent will and conduct to grow. (4 units)

**CRP 626 Judaism**

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

**CRP 627 Religions from India**

This course is an introductory study of the psychology and physiology of yogic meditation. As mental concentration deepens after yogic practices to harmonize and energize the body and to calm down/hold back the senses, the conscious functioning weakens and complexes suppressed in the unconscious appear as wandering thoughts. In this stage, beta waves recorded by the EEG and sympathetic tonus indicate frequent GSR signals and fast respiration. In the next stage, the respiration becomes shallow, slow and calm, and the heart beats slower, and alpha brain waves become prominent. The state of "no thoughts and no ideas," called "Shunya" in Sanskrit, is experienced. If this state continues for a long time, body consciousness disappears and a greater field of consciousness is experienced; transpersonal consciousness awakens. The goal of this course is intellectual understanding; yogic meditation is taught at its beginning stage. (4 units)

**CRP 630 Comparative Religions & Philosophy and Spiritual Education**

The work of Dr. Motoyama as scientist, scholar and spiritual teacher has contributed to his pioneering work on the integral nature of human beings, built on meditation and the mystical experience and the integration of religion and science. This spiritual education course will address both theoretical foundations as well as provide instruction in yogic techniques: asanas, bandhas, mudras and methods of meditation that can be used to progressively awaken the different charkas. The teaching will also draw attention to the possible pitfalls and dangers that could occur in the practice, and explanations will be provided on how to avoid their occurrence. Described below are the modules and units included in this spiritual education course:

- 1) Meridian Exercises (How to activate Chi energy and obtain a healthy body and mind) (2 units)
- 2) Basic Spiritual Training (2 units)
- 3) Awakening Chakras and Enlightenment (How to awaken the Chakras and accelerate spiritual evolution) (2 units)
- 4) Difference Between Hallucination and True Spiritual Experience (2 units)
- 5) Stages of Evolution and Superconsciousness (2 units)
- 6) Advanced Spiritual Evolution and Its Stages (2 units)
- 7) Karma and Reincarnation (2 units)
- 8) Transcendental Action and Love (2 units)
- 9) The Science of How to Verify the Existence of Spirits and Chakras using the AMI (4 units)
- 10) What is Religion? (2 units)
- 11) Five Paradigms Concerning our Relationship with Nature (2 units)
- 12) Cellular Biocommunication (4 units)

Introduction to the Modules

This "Spiritual Centered Education Course" is required for all students in CIHS irrespective of the program/department they are interested in. CIHS teaches the students that human being consists of body, mind, and spirit and spirit is perpetually the most essential aspect of human beings. The body and mind connection ceases to exist after death. However, the spirit (soul) endures to exist beyond material time and space until the spirit (soul) transcends the small individuality to reach a Superconsciousness, which is the unification of the individual with the sacred, and ultimately with God.

Spirit (superconsciousness) has extrasensory perception and intuitive understanding (i.e., God's wisdom) of the essence of matter and of phenomena, as well as creativity. Both intuition and wisdom are supported by love that fosters everything. Persons who awaken to spirit or those who do not awaken, but live according to their own spirit in self (true self) are able to live symbiotically supporting human beings and nature and helping them. To produce

students who understand this and live according to this principle is the main purpose of CIHS.

### (1) Meridian Exercises

Each physical cell begins to be bound together by the connective tissues around the cells from the time of the germination (embryonic) layers, which before differentiation forms into organs and tissues. The cell of the germ layer ingests the nutrients that stream in the connective tissues through an umbilical cord and discharges waste matter into the connective tissue.

It is this connective tissue in which the meridians exist and Ki flows. Meridians and Ki are the most important system for the physical body. Meridians are the channels of Ki energy through which the Ki energy is delivered to cells. With detailed observation, the connective tissues (meridians) can be defined as the reticular tissues since the connective tissues (meridians) bind about sixty trillion cells in the body and spread throughout the body. Chinese acupuncture and Indian Yoga traditions have ascertained the existence of 13 to 32 meridians or nadhis from their clinical experience.

The meridian exercises release the stagnation of Ki flow in the meridian systems and prevents disease by letting Ki flow and activating (energizing) the cells of the physical body. These exercises are very effective not only for keeping healthy body balance but also for experiencing deep meditation, which is attained only after perfect balance of Ki energy in the body.

### (2) Basic spiritual training

This course provides the students with practice of the meridian exercises in order to balance the Ki energy, and then to sit with siddhasana (the half lotus pose) or padmasana (the lotus pose) or any sitting position which allow lower body weight to put in the lower abdomen and neck and shoulders to relax in order to extend sitting time. The students are taught the pranayama, which is designed to take prana (spiritual energy) into the body by breathing with intention.

Next, this course teaches the technique to concentrate on chakras, to achieve chakra activation through gathering the Ki into chakra with concentration and prepare the transformation of the consciousness through detachment from the physical world and self into super consciousness. Utilizing this technique will open the student to view and intuit the spiritual worlds as a reality instead of an illusion.

### (3) How to awaken the charkas and attain the spiritual evolution

The course “Basic spiritual training” is prerequisite for this course. This course teaches how to awaken the chakra activated with Ki energy into the spiritual realm and how to integrate the shakti (physical energy) and prana (spiritual energy) at each chakra.

When the chakra is awakened in the astral dimension, at each chakra spiritual light and color appear, and spiritual sound is heard. Then the practitioner perceives a yantra and obtains extra- sensory perception (ESP). During this phase the practitioner gradually recognizes that what he or she intuitively with his/her ESP is closely related with the facts in the physical world. The practitioner can also influence material phenomena with spiritual energy. The practitioner also can keep a healthy condition by controlling the organ functions with spiritual energy and moreover comprehend other people’s mind with compassion.

Manifestations differ in each practitioner depending on which chakra is awakened. For instance, the power to control the material with spiritual energy differs depending upon the evolution process from svadhisthana chakra awakening to sahasrara awakening. It is the aim of this course to let the student experience these phenomena.

### (4) Difference between hypnotic hallucination and true spiritual experience

During the stage of concentration and meditation, the various complexes that have accumulated in the unconscious will gradually be purged. The contents of the unconscious rise to the surface of the consciousness because the power of normal consciousness has been weakened as a result of the act of concentration. The contents, which have been suppressed in the unconscious become conscious, in order to rise in the consciousness field and dominate consciousness. Most of the contents are made up of instinctive, impulsive desires and emotion and these appear one after another without any order. These contents have no relation to reality and they are subjective hallucinations.

The practitioners usually experience tentative unstable mind conditions and tend to suffer from neurosis. The best way to overcome this unstable condition is to just observe the contents and keep the conscious mind from being drawn into the unconscious contents. If the practitioner observes them calmly as an onlooker, the contents loses its power and calms down. This calm state is called shunya. If the practitioner successfully focuses his/her empty (shunya) mind to God, the sublimation (aufheben) from

God will happen. Then, the practitioner awakens to the spiritual realm. The things seen and experienced in the spiritual dimension are always related to phenomena in the material world and have concrete connections. This is the essence of Jung's synchronicity.

#### (5) Stages of Evolution and Superconsciousness

There are many steps in spiritual evolution. The moral training of Yama and Niyama is an important preparatory step. Yama is abstention from evil conduct such as nature-destruction or anti-social activities. Niyama is virtuous conduct such as helping people, protecting nature and working for people and society. It is with this moral training that people can break through the small ego and make the next step.

The next step is to balance the Ki energy in the body and practice pranayama which aims to take God's life-force energy (prana), which is pervasively present in the Universe. Through the pranayama the practitioner is able to attain appropriate physical condition to make a step to concentration (dharana), meditation (dhyana) for awaking to spiritual being, and Samadhi, which is the state of total unification with the object of concentration.

If through the last stage of concentration the practitioner can attain energy balance in the body (solid in the lower body and calmness in the upper body) and the state of no thought and imagination in mind (syunya), he may be able to trust God on every aspect of life and death then God uplifts him to a higher dimension. Astral projection or rarely karana projection may occur during this stage. The practitioner can awake to the spiritual dimension and experience Samadhi being unified with the spirit(s) of astral or karana.

In the state of unification with astral spirits, the practitioner can achieve ESP or PK which enable practitioners to gain control over the material phenomena with their psychic power. However, the practitioner with these types of ability becomes egocentric because the astral spirit is very egocentric and emotional and the practitioner may develop a type of evil character.

On the other hand, if practitioner can attain unification with karana spirits by overcoming selfishness and experience God's love and become egoless or a free being which make it possible to love others with compassion and help society. This is a function of superconsciousness. Its creative power can be used to improve both the spiritual and material world. This is the difference between the astral spirit and karana spirit. Karana spirit functions in total freedom free from ego and it is beyond gender

different from the one in astral dimension. In karana spirit a superconsciousness awakens as a true self.

#### (6) Advanced spiritual evolution and its stages

This course explains closely, based on Motoyama's own spiritual experience, what is karana superconsciousness accompanied with compassion, altruistic, love, freedom, wisdom and creativity, and how this egoless state of being is different from egoistic astral spirits. And the course teaches concrete techniques to attain superconsciousness by showing the criteria for each stage and the way to overcome the fear of demonic state in each stage.

#### (7) Karma and Reincarnation

Christianity, Islam, and Judaism, born in the desert and arising from Semitic people, do not explain karma and reincarnation. However, Christianity and Judaism teach reincarnation. In The Gospel according to St. Matthew, Chapter 17, in verse 10 to 13, states:

“And the disciple asked him, “then why do the scribes say that first Elijah must come? He replied, “Elijah does come,...but I tell you that Elijah has already come, and they did not know him,...So also the Son of man will suffer at their hands.” The disciples understood that he was speaking to them of John the Baptist.”

This passage testifies to the reincarnation of the Soul. Most religions in Asia, Hinduism, Buddhism, and Taoism teach reincarnation with many examples. Whether a person reincarnates as male or female, as an intellectual person, a rich person, or a sacred person is based upon the previous life's karma. Karma refers to a cause-effect relationship, which means every action is a cause that produces an effect, which in turn causes some action, yielding a subsequent effect. Therefore, what kind of life a human receive in the next life is depending on the action or will of the person, how he can accomplish the duties or fail to do them in the past life. The theory of karma is established on the premise that reincarnation aim to spiritual growth. Within this context, the theory of karma can not be explained in Christianity which emphasizes God's omniscience and omnipotence.

Freewill of human beings and actions based on will should be admitted as human potential. And a human being can experience the unification with God through the action based on will. There is a separation between human beings and God but it is not a gap which human beings can not overcome as taught in religions arising from the Semitic tradition. Human beings and God are the same in the sense that both have their origin in the absolute. Buddhism calls this *busho*, or Buddha nature. Motoyama intuitively clearly

the examples of reincarnation with his superconsciousness and verifies the reincarnation into physical condition and character with the AMI.

#### (8) Transcendental action and love

Besides religious cultivation such as meditation practice, transcendental action (chosaku) and love are the best ways in which human beings are able to perform daily life in order to break the shell of small individuality, and to become being without gender and then to perform creative force with God's love, wisdom, and freedom for other human beings.

Transcendental action is to become action itself by forgetting ourselves in action with strong concentration and praying for the others so that our action will be able to help people without expecting any outcome for ourselves in every daily action. When we can experience the oneness with the object of action, we can gradually break through the small ego that tends to expect some outcome. We can awake in the spiritual dimension which leads us to attain true-self, freedom, love, compassion, and creativity. There are the words in Christianity that goes that if we learn to give of ourselves, to forgive others, and to live with thanksgiving, we need not seek happiness – 'it will find us.' This way of living is transcendental action.

#### 9) The science to verify the existence of spirit and charkas by the AMI

There are two ways to verify objectively the existence of spirit. One is to see in the state of the Samadhi the facts kept in the soul, which cause his/her reincarnation. Those factors appear in the superconsciousness as a figure of past life, placed where the person lived in the past life, a period, house where he lived, a temple or shrine where he worshiped, persons who related to him, and the name of the parents. And if one can verify those facts by investigating in the place for actual temples, shrine, the name of persons and parents in the past life in the ancient writing, then it is clear that soul transmigrates from past life to after death and continues to incarnate in the present life. However, only psychics and saints can see the soul with intuition or ESP so that this is indirect proof for the person who does not have the ability to see the essence of the soul.

The second way is the scientific experience. In an experiment by Dr. Motoyama, where he sees which spiritual energy center is activating in a person with his psychic perception. He sends the spiritual energy to the awakened chakra in the person and utilizes the AMI to measure how Ki energy increases in the meridian with which the awakened chakra is related. This experiment

proves several things, the existence of chakra, ESP sees chakra, and chakra as a center to transform spiritual energy to Ki energy. It also proved the close correlation between one specific chakra and meridian.

#### 10) What is Religion?

Human beings have been pursuing material-rich and spiritual-based life since human being was born about 4,000,000 years ago. This might be the first time human beings experience such a material-rich life today. On the other hands, the pursuit of spiritual growth seems to decline in the last ten years because of overgrowth of demonic religions and infatuation with material life. However, people have been thinking again about what religion is after the terrorism of September 11<sup>th</sup>, 2001.

Behind terrorism there are the conflicts among the religions and cultural differences. As seen in the crusade, religious war is deeply rooted and difficult to solve. This course teaches how the differences among the religions are formed and the doctrine in each religion is not absolute but relative. Because the doctrine is created by the people and God in the region in the specific time where they live so that the doctrine would match with the people or culture who live in the same region in the same climate but it would not match with different ethnic groups and cultures. The one sided faith in absoluteness in doctrine and lack of relative understanding towards other religion are the main cause of the conflicts.

It is the purpose of this course to teach what is a religion that is able to integrate all doctrines transcending religious conflicts, and what is the absoluteness in religion.

#### 11) Five Paradigms Concerning our Relationship with Nature

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

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

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

“For in the end,  
we will conserve only  
what we love,  
we will love only  
what we understand,  
and  
we will understand only  
what we are taught.”  
Baba Dioum

### 12) Cellular communication

There is a type of spiritual communication between plants and human beings, between microorganisms, and between atoms.

### **ELECTIVE - M.A. IN COMPARATIVE RELIGION AND PHILOSOPHY**

#### **CRP 622 Meditation and Transformation of Consciousness**

This course establishes the mental, physical, and spiritual foundation for the study of comparative religion and philosophy. Yogic and meditational practices bring about harmonization of subtle energies in the body. As mental concentration deepens the person ultimately arrives at the state of "no thoughts and no ideas," called "shunya" in Sanskrit. If this state is prolonged sufficiently, body consciousness becomes quiet and Super consciousness awakens. This discipline fosters mind-body-spirit health. (4 units)

#### **CRP 628 Topics of Special Interest**

One or more students arrange to focus on a particular topic with a faculty member. (1-4 units)

#### **CRP 650 Thesis**

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

### **DOCTOR OF PHILOSOPHY DEGREE PROGRAM**

#### **Objective**

The aim of the Ph.D. Program in Comparative Religion and Philosophy is to provide advanced coursework in the scholarly study of religion, advanced training in religious practices, to foster relevant scholarly research and, in

addition, to offer opportunities for elective coursework in other schools or department subjects which can enhance the student's overall understanding of religious phenomena.

#### **Degree Requirements**

Ninety (90) graduate quarter units beyond the Master's Degree are required to complete the Doctor of Philosophy program in Comparative Religion and Philosophy. Seventy-two (72) core units are taken in fifteen (15) courses (includes 12 units of dissertation). The remaining 18 units are taken from the elective offerings in Comparative Religion and Philosophy or by drawing upon the Institute's doctoral curricula as a whole.

### **DOCTOR OF PHILOSOPHY IN COMPARATIVE RELIGION AND PHILOSOPHY**

#### **CORE CURRICULUM**

CRP 501	Foundations in Integral Studies	(4 units)
CRP 724	Anthropological and Cultural Studies	(4 units)
CRP 725	Relationship Between the Origin of Religions and the Physical Environment	(4 units)
CRP 726	Comparative Studies of Eastern and Western Disciplines	(4 units)
CRP 727	Religion and Psychology	(4 units)
CRP 728	Eastern & Western Mysticism	(4 units)
CRP 729	Karma, Reincarnation and the Survival of Consciousness	(4 units)
CRP 730	Religion, Spirituality and the Global Society	(4 units)
CRP 737	Psychophysiology of Spiritual Experience	(4 units)
CRP 743	Meditation as a Spiritual Practice	(4 units)
CRP 748	Comparative Religions & Philosophy and Spiritual Education	(4-10 units)
CRP 896	Dissertation Topic Research and Methodology I	(5 units)
CRP 897	Dissertation Topic Research and Methodology II	(5 units)
CRP 898A	Dissertation I	(6 units)
CRP 898B	Dissertation II	(6 units)

**Total core units = 72 units**

#### **ELECTIVES**

CRP 735	Mystics of the Particular	(4 units)
CRP 736	Religious Rituals	(4 units)
CRP 738	Hypnotism and Spiritual Experience	(4 units)
CRP 739	Spirituality, Health and Well Being	(4 units)
CRP 740	Stages and Forms of Spiritual Maturation	(4 units)
CRP 741	Salvation and Emancipation in World	

	Religions	(4 units)
CRP 742	Spirituality and Ecology	(4 units)
CRP 744	The Role of Prayer in World Religions	(4 units)
CRP 745	Psychology of Shamanism	(4 units)
CRP 746	Topics of Special Interest	(1-4 units)
CRP 747	Psychophysiology of Kundalini Yoga and Meditation	(4 units)

**The total Ph.D. program is 90 units**

### Course Descriptions

#### CORE CURRICULUM - PH.D. IN COMPARATIVE RELIGION AND PHILOSOPHY

##### **CRP 501 Foundations in Integral Studies (same as HUS 501, PSY 501 and LP 501)**

CIHS is based on the unique vision of Dr. Hiroshi Motoyama. His background spans not only numerous disciplines (religious studies, philosophy, psychology, biology, physics, etc.) but has also been forged from a dynamic interplay between Western and Eastern paradigms of thought. Out of this unique background, Dr. Motoyama developed a project to study human life from a holistic perspective which includes body, mind and spirit. CIHS is intended to help bridge different paradigms of thought and to foster a harmonious realization of a global society. This course introduces students to the complexity involved in the task of creating a genuinely holistic view of human life based upon diversity of human thought considered cross-culturally. (4 units)

##### **CRP 724 Anthropological and Cultural Studies**

This course covers environmental influences on individuals and social evolution from the genesis of the human race until modern times. Included in this course is the African Genesis theory versus the more recent Multiple origins notion of the beginning of humankind. (4 units)

##### **CRP 725 Relationship between the Origin of Religions and the Physical Environment**

A historical survey on the influence of climate and the natural physical environment on living mode, culture and religion. Information garnered from contemporary anthropological and archeological research figures prominently in this course. (4 units)

##### **CRP 726 Comparative Studies of Eastern and Western Disciplines**

This course offers a comparative study of Eastern and Western religious disciplines. Techniques for spiritual development from East and West are introduced. (4 units)

##### **CRP 727 Religion and Psychology**

This course offers a systematic study of the role religion plays in society and how religion and applied psychology interact in various situations of social change. (4 units)

##### **CRP 728 Eastern & Western Mysticism**

Every religion has both exoteric and esoteric aspects. In Religions' exoteric aspect, churches were built and doctrines were promoted by a saint or an enlighten person to adapt the truth to the precise circumstances of a particular tribe. The division among different tribes brought about the exoteric aspect of religion has been the cause of many wars over recorded history. On the other hand, such practices as various forms of asceticism and meditation have been mainly employed by the esoteric aspect of religion to help people come closer to God or the Absolute. Academic and experiential studies of Western and Eastern mysticisms have revealed that there are common experiences and ascetic methods in the esoteric aspect of every religion of the world. This suggests that the truth has a universal nature. (4 units)

##### **CRP 729 Karma, Reincarnation and the Survival of Consciousness (same as PSY 779)**

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

##### **CRP 730 Religion, Spirituality and the Global Society**

Present-day "world religions" such as Christianity, Islam and Buddhism were founded from about 1500 to 2500 years ago, based on each founder's religious experience of oneness with the Absolute. The contents of those experiences were formulated as a religion modulated to the climate, life style and thought patterns of the people who lived in the region where it was founded. Our present society is being directed to form a global society for all people in the world, transcending regionality, nationality, and race. This course is intended to pursue the doctrine of the "World Religion" for this global society and how it should be correlated with politics, economics, science and culture. (4 units)

##### **CRP 737 Psychophysiology of Spiritual Experience**

When the consciousness is simplified and weakened during concentration, emotions and desires suppressed in the unconscious appear in the conscious domain. If they are



released without attachment, the conscious is gradually unified with the object of concentration and the self (ego) consciousness which discriminates the self (ego) from the others is gradually diminished. The superconsciousness which transcends the discrimination between the self (ego) and the others, will be eventually attained. This course is intended to confirm through parapsychological experiments that this superconsciousness is not a simply subjective product but has a close connection with the real external world; elucidate the relationship between the conscious, unconscious, superconscious from the viewpoint of depth psychology; and perform comparative studies of super-consciousness with Vimukti (emancipation of Buddhism). (4 units)

**CRP 743 Meditation as a Spiritual Practice**

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

**CRP 748 Comparative Religions & Philosophy and Spiritual Education**

See course description under CRP 630 Comparative Religion & Philosophy and Spiritual Education. (4 – 10 units)

**CRP 896 Dissertation Topic Research and Methodology I**

The purpose of this course is to provide the student with an opportunity to examine one or more substantive areas of his/her choice in the scientific or scholarly literature in considerable detail as a preamble to selecting a topic/project for the dissertation. The student meets regularly with a faculty member during this process to discuss findings, dissertation ideas, and conceptual and methodological issues and problems connected to specific substantive areas. Periodic written reviews of literature examined and issues discussed in meetings with a faculty member are submitted as course work.

Prerequisite: Approval of Program Director. (5 units)

**CRP 897 Dissertation Topic Research and Methodology II**

This course advances the student in the dissertation process by providing an opportunity to examine methodological options other researchers have already made in a specific area of research or scholarship which the student has selected as a likely area for the dissertation project. Examination in detail of prior relevant methodological

choices allows the student to develop a sophisticated grasp of methodologies in a specific area (pros and cons), and thereby enables the student to further conceptualize the dissertation project from the perspective of feasible methods of inquiry. Students meet regularly with a faculty member during the course of a quarter to discuss pros and cons of previous methods of investigation in the substantive area which the student has selected as a likely dissertation project. Written reviews of published material and discussions of the material with the instructor are submitted as coursework. Prerequisite: CRP 896. (5 units)

**CRP 898A Dissertation I**

The dissertation represents an original and high quality piece of research and spiritual experience. It is considered a "capstone" project because it must demonstrate to the faculty that the student is able to carry out relatively independent research of high quality. The method or type of research and meditation is dictated by the problem that the student chooses to investigate and to practice. Dissertation I represents the student's work up to the point of his/her committee's acceptance of a formal dissertation proposal. There is no established time line for this. The proposal includes a scholarly and convincing review of relevant literature and correlated statement of the problem to be investigated and its importance, a detailed methodology section which addresses how the problem will be investigated focusing the key point of research and experience, and a section which explicitly addresses how the findings generated by the method of investigation and spiritual training will be used to draw conclusions or inferences. A committee of three members approved by the Program Director must formally accept the proposal in writing. Although it is the student him/herself who must generate the project and execute it, the Chair can essentially be considered the supervisor of the project. Dissertation I is completed when the committee formally accepts the proposal. (6 units)

**CRP 898B Dissertation II**

This course covers the dissertation project from the point of the accepted proposal to the student's successful oral defense of the project as a whole to his/her committee and subsequent required revisions, if any. The final form of the written document includes a sophisticated review of the relevant literature and spiritual experience which may substantially exceed the review prepared for the proposal, a thorough and adequate report of findings in terms of meaning and significance, a discussion of what the findings show or suggest in terms of the problem which has been studied and experienced, a discussion of drawbacks or limitations of the study in light of its

execution and results, and pertinent suggestions for further, hopefully more refined research of the problem. (6 units)

## **ELECTIVES - PH.D. IN COMPARATIVE RELIGION & PHILOSOPHY**

### **CRP 735 Mystics of the Particular**

This course analyzes the bond between the absolute and the concrete, or the particular in Zen Buddhism, Taoism, Hasidism, and the poetry of Blake, Whitman, Hopkins, Levertov, Dillard, and Berry. (4 units)

### **CRP 736 Religious Rituals**

Rituals are a formularization of the process to attain oneness with God. The bases of rituals in all religions are "purification by the divine energy" and "becoming closer to or attaining oneness with God by directing one's mind to God." However, the formalities and tools for the rituals differ between religions. In this course, the reasons for these differences are considered from the viewpoints of archaeology and cultural anthropology. (4 units)

### **CRP 738 Hypnotism and Spiritual Experience**

This course is intended to explain that the hypnotic phenomenon and religious experience are essentially different phenomena, although they have sometimes been confused. At the beginning stages of hypnosis, the ordinary rational consciousness remains as an observer. As the hypnosis deepens, however, ideas and conscious domain accepts suggestions without criticism, acting accordingly, and even generate physiological changes. However, the hypnotic state is a phenomenon within the individual and has no relation to the external world except for accepting suggestions by the hypnotist. In contrast, though the religious experience is experienced within, one is unified with a higher being (god), by breaking through the ordinary rational mind during concentration and meditation, after harmonizing and enhancing the vital force through yogic physical training. This experience is closely connected with the external world including the natural environment and the world of spirits, with superconscious awakening. (4 units)

### **CRP 739 Spirituality, Health and Well Being**

A human being is a multi-layered holistic entity consisting of soul ("alaya" in Buddhism), mind and physical body. The soul creates its own mind and body with God's help. In states of heightened consciousness, souls co-exist harmoniously and good health is maintained. When human beings live according to "lower-order" principles disharmonies are generated within and between individuals and diseases occur. Awakening into higher forms of

consciousness importantly helps maintain or obtain good health. (4 units)

### **CRP 740 Stages and Forms of Spiritual Maturation**

When wandering thoughts vanish from the unconscious and the state of Shunya (where the mind is empty and pure) with its bliss is experienced, existential contact with a greater being (such as gods or divine beings) begins, by surrendering oneself to the greater being. When one is unified with the greater being, Samahdi is attained and one becomes a god or a divine being. There are multiple dimensions of existence in the path to become a god or divine being, and there are differences among religious experiences according to the dimension in which it is experienced. This course is intended to help students recognize and realize the true nature of their inner self, comparing the mystical experiences of the saints in the East and West, and discovering the universality among them. (4 units)

### **CRP 741 Salvation and Emancipation in the World Religions**

There are various doctrinal differences between Semitic religions (Christianity, Judaism and Islam) compared to the Asian religions (Buddhism, Hinduism, and Taoism). In Semitic religions, God is worshipped as the only or highest object of faith and devotion. In Buddhism, the Absolute Void is the highest object of faith and belief. Taoism has a concept similar to the Absolute Void. Buddhism and Taoism are sometimes considered non-religions in the West because they lack a familiar supreme god figure. Another point of difference is in the notion of "salvation" in Semitic religions versus "emancipation" in Asian religions. In this course, the notions of "salvation" and "emancipation" are compared. Reasons for doctrinal differences between Asian and Semitic religions are examined. Finally, how to integrate these doctrines into a possible Global Religion is discussed. (4 units)

### **CRP 742 Spirituality and Ecology**

Science, developed to subdue nature, enables more humans to live a comfortable life today compared to even recent history. One result is population proliferation and massive wastes. The concepts of proliferation and the right to use nature for human benefit are mentioned specifically in Genesis. Destruction of natural resources has by now become evident. Air and water are polluted all around the world. Increased contamination has resulted in increases in diseases related to contaminants. Asian cultures more readily consider nature to be alive and consequently they have a great reverence for nature. This induces a natural bent towards conservation. Ecology is the scientific study

of how ecosystems work and how to get resources from them without destroying them. In that regard, ecology has the potential to unify eastern and western perspectives on how humans can live on this planet without destroying it. (4 units)



**CRP 744 The Role of Prayer in World Religions**  
Prayer is a religious act common in all world religions. In the Semitic religions, prayer is used both to seek personal gain and as a religious act to receive God's grace. In the Asian religions, the aspect of personal gain exists also, but its final purpose is to awaken into soul consciousness, eventually attaining unity with God or the Absolute. This course explores the reasons why the purposes of prayer became different in the Semitic religions and in the Asian religions. (4 units)

**CRP 745 Psychology of Shamanism (same as PSY 763)**  
Until recently, the study of shamanism had been virtually ignored by psychologists as a topic of investigation, despite the fact that shamans were the world's first psychologists. Anthropologists and evolutionary psychologists find a sophistication in the shaman's cultivation and the use of certain procedures for altering conscious experience that go beyond what is currently available in more industrialized societies. This course presents lecture and experiential exercises to illustrate the shaman's use of language and art as extremely instructive in regard to the utility of metaphors and symbols in social interactions. The rituals and other methods used in shamanic healing ceremonies are emphasized. (4 units)

**CRP 746 Topics of Special Interest**  
One or more students arrange to focus on a specific topic with a faculty member. (1-4 units)

**CRP 747 Psychophysiology of Kundalini Yoga and Meditation**  
Psychosomatic diseases are believed to be caused by insufficient release of one's emotions or desires. This course is intended to scientifically confirm the specific correspondence of psychosomatic symptoms with the Chakras and meridians; and elucidate the significance of the Chakras and meridians as an intermediary between physical and spiritual energy, based on meridian research data obtained with the AMI. (4 units)

# Department of Human Science

## Mission and Purpose

Human Science is the foundational discipline of the Institute in that it is dedicated to the view that human being must be understood three-dimensionally, that is, as a complex whole comprised of body-mind-spirit. The study of human beings obviously must address the diversity of human thought and culture, and for this reason Human Science is of necessity a cross-cultural field which draws upon and seeks to creatively integrate Eastern and Western disciplines. Additionally, since Human Science is intimately concerned with the possibilities of well-being and the problem of illness/disease, a portion of the curriculum at both the M.A. and the Ph.D. level is relevant to basic research in medicine, diagnosis, and therapeutics.

## Prerequisites:

**Master of Arts Degree Program in Human Science:** Bachelor's degree from an approved or accredited institution.

**Doctor of Philosophy Degree Program in Human Science:** Master's degree from an approved or accredited institution.

## MASTER OF ARTS DEGREE PROGRAM

### Objectives

The core curriculum of the Human Science M.A. program is designed to provide the graduate student with a foundation in Eastern and Western Philosophical traditions, consciousness studies and the basics of research methodology. The student first completes the core master's level courses in Human Science and fulfills the remaining degree requirements by taking elective courses in Human Science or from other M.A. programs in consultation with the program director.

### Degree Requirements

Fifty-two (52) graduate quarter units are required to complete the Master of Art degree program in Human Science. Thirty-eight (38) core curriculum graduate quarter units are earned in eight (8) core courses designed to establish a basic foundation in the systems of philosophy and methods of research. The remaining fourteen (14) graduate quarter units are earned by the successful completion of elective courses in any other department in consultation with the program director.

## MASTER OF ARTS IN HUMAN SCIENCE

### CORE CURRICULUM

HUS 501	Foundations in Integral Studies	(4 units)
HUS 551	Introduction to Qualitative and Quantitative Research	(4 units)
HUS 552	History of Science	(4 units)
HUS 553	Counseling & Communication Skills	(4 units)
HUS 600	Eastern and Western Philosophical Traditions	(4 units)
HUS 601	Consciousness Studies	(4 units)
HUS 602	Research Statistics	(4 units)
HUS 603	Human Science and Spiritual Education	(4-10 units)

**Total core units = 38 units**

### ELECTIVES IN HUMAN SCIENCE

HUS 575	Eastern and Western Perspectives on Health and Disease	(4 units)
HUS 640	Topics of Special Interest	(4 units)
HUS 650	Thesis	(4 units)

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

### Course Descriptions

#### CORE CURRICULUM-M.A. IN HUMAN SCIENCE

**HUS 501 Foundations in Integral Studies (same as LP 501, PSY 501 and CRP 501)**

CIHS is based on the unique vision of Dr. Hiroshi Motoyama. His background spans not only numerous disciplines (religious studies, philosophy, psychology, biology, physics, etc.) but has also been forged from a dynamic interplay between Western and Eastern paradigms of thought. Out of this unique background, Dr. Motoyama developed a project to study human life from a holistic perspective which includes body, mind and spirit. CIHS is intended to help bridge different paradigms of thought and to foster a harmonious realization of a global society. This course introduces students to the complexity involved in the task of creating a genuinely holistic view of human life based upon the diversity of human thought considered cross-culturally. (4 units)

**HUS 551 Introduction to Qualitative and Quantitative Research (same as LP 502 and PSY 512)**

The two main research approaches will be explored, firstly qualitative research, which is supported by phenomenological epistemologies, that explore the nature and meaning of phenomena in depth using interviews, observation or records (case histories and biographies). As the approach tends to be inductive it is mainly used in

exploratory or hermeneutic studies aimed at the construction of concepts or theories.

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

#### **HUS 552 History of Science**

The origins of scientific objectivism are studied with respect to the cultures of antiquity. The metaphysical bases of modern science are examined. Contemporary science and the belief systems upon which it is based are studied with emphasis placed on cultural conditions that fostered the development of modern technology. (4 units)

#### **HUS 553 Counseling & Communication Skills (same as PSY 521)**

Conducting beneficial therapy requires the specialized attitudes and abilities on the part of the therapist. This course emphasizes the fundamental aptitude for active empathic listening and responding on the part of the therapist. This course addresses the skills associated with the complex, task of grasping the point and meaning of another's communication, which can be overlooked in counseling training. (4 units)

#### **HUS 600 Eastern and Western Philosophical Traditions**

The classical philosophical foundations of Eastern and Western civilization are compared and contrasted in this intensive survey course. Commonalties in Eastern and Western philosophical traditions are examined with respect to the emergence of "holistic philosophy." (4 units)

#### **HUS 601 Consciousness Studies (same as LP 552 and PSY 506)**

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)

#### **HUS 602 Research Statistics (same as LP 503 and PSY 514)**

This course begins with an overview of levels of measurement and why levels of measurement determine the range of appropriate statistical tests which can be

brought to bear on the task of data analysis. Following an explication of measurement theory the topic of data distribution and its determining influence on appropriate statistical tests will be covered. Topics in descriptive and inferential use of statistical techniques include central tendency, frequency, variability, correlation, linear regression, dependent and non-dependent t-test application, analysis of variance and factor analysis. The use of computer programs is included as an important component in preparing students to analyze quantitative data. (4 units)

#### **HUS 603 Human Science and Spiritual Education**

See course description under CRP 630 Comparative Religion & Philosophy and Spiritual Education. (4 – 10 units)

#### **ELECTIVES IN HUMAN SCIENCE**

#### **HUS 575 Eastern and Western Perspectives on Health and Disease (same as LP 551)**

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)

#### **HUS 640 Topics of Special Interest**

One or more students arrange to focus on a specific topic with a faculty member. (1-4 units)

#### **HUS 650 Thesis**

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

#### **DOCTOR OF PHILOSOPHY DEGREE PROGRAM**

##### **Objectives**

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

## Degree Requirements

Ninety (90) graduate quarter units beyond the Master's degree are required to complete the Doctor of Philosophy in Human Science. The program calls for forty-four (44) required units taken in eight (8) courses. The remaining forty-six (46) units may be taken by drawing upon the Psychology, Life Physics, and Comparative Religion and Philosophy curricula.

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

## DOCTOR OF PHILOSOPHY IN HUMAN SCIENCE

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

### CORE CURRICULUM

HUS 501	Foundations in Integral Studies	(4 units)
LP 701*	Advanced Quantitative Research Methods	(4 units)
LP 702*	Advanced Qualitative Research Methods	(4 units)
HUS 601	Consciousness Studies	(4 units)
HUS 603	Human Science and Spiritual Education	(4-10 units)
HUS 896	Dissertation Topic Research and Methodology I	(5 units)
HUS 897	Dissertation Topic Research and Methodology II	(5 units)
HUS 898A	Dissertation I	(6 units)
HUS 898B	Dissertation II	(6 units)

Students take one of these two courses depending on their research interests.

**Total core units = 44 units**

### ELECTIVES IN HUMAN SCIENCE

HUS 710	Topics of Special Interest	(1-4 units)
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### EMPHASIS IN COMPARATIVE RELIGION AND PHILOSOPHY

CRP 726	Comparative Studies of Eastern and Western Disciplines	(4 units)
CRP 727	Religion and Psychology	(4 units)
CRP 729	Karma, Reincarnation and the Survival of Consciousness	(4 units)
CRP 730	Religion, Spirituality and the Global Society	(4 units)
CRP 737	Psychophysiology of Spiritual Experience	(4 units)

### EMPHASIS IN LIFE PHYSICS

LP 703	Research with the AMI	(4 units)
LP 707	Devices for Human Subtle Energy Detection	(4 units)
LP 709	Advanced Biofeedback and Neurofeedback	(4 units)
LP 712	Integration of Eastern and Western Medicine	(4 units)



### EMPHASIS IN PSYCHOLOGY

PSY 706	Models of Human Intelligence	(4 units)
PSY 714	Neuropsychology	(4 units)
PSY 715	Mind Body Energy Psychology	(4 units)
PSY 764	Transpersonal Psychology	(4 units)

Other courses from any school or department may be taken as electives in consultation with the program director.

### Course Descriptions

#### CORE CURRICULUM

Course descriptions can be found in the appropriate academic school or department sections of this catalog. Descriptions for HUS 896, 897, 898A and 898B can be found under the same course number in other academic school or department sections in this catalog. Descriptions for HUS501, HUS 601 and HUS 603 can be found in the course descriptions for the M.A. in Human Science.

# Department of Life Physics

## Mission and Purpose

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

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

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

## Admission Prerequisites

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

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

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

## MASTER OF ARTS DEGREE PROGRAM

### Objectives

The required courses of the Life Physics M.A. program are designed to provide the graduate student with a solid foundation in biophysics, research methodologies, Traditional Chinese Medicine and anatomy and physiology.

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

## Degree Requirements

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

## MASTER OF ARTS IN LIFE PHYSICS

### CORE CURRICULUM

LP 501	Foundations in Integral Studies	(4 units)
LP 502	Introduction to Qualitative and Quantitative Research	(4 units)
LP 503	Research Statistics	(4 units)
LP 504	Basic Notions of Biophysics	(4 units)
LP 505	Complementary Notions of Biophysics	(4 units)
LP 506	Electricity and Magnetism	(4 units)
LP 507	Chinese Meridian Medicine I	(4 units)
LP 508	Chinese Meridian Medicine II	(4 units)
LP 509	Anatomy & Physiology I	(4 units)
LP 510	Anatomy & Physiology II	(4 units)
LP 512	Cellular Biology	(4 units)
LP 513*	Life Physics and Spiritual Education	(4–10 units)

\* Units in excess of 8 taken for this course will count as elective units.

### Total core units = 52 units

Depending on student academic background some of the core courses can be substituted with electives.

### ELECTIVES

LP 511**	Electrophysiology & Biofeedback	(4 units)
LP 551	Eastern & Western Perspectives on Health & Diseases	(4 units)
LP 552	Consciousness studies	(4 units)
LP 553	Behavioral Psychoacoustics	(4 units)
LP 554	Psychophysiology	(4 units)
LP 555	Topics of Special Interest	(1-4 units)
LP 650	Thesis	(4 units)
LP 758	Cellular Biocommunication	(4 units)

\*\*Note: LP 511 Electrophysiology & Biofeedback is a residence course. This course can be substituted for a terminal master degree course with the approval of the program director.

Electives may be taken from any other M.A. degree program in consultation with the program director.

### Course Descriptions

## CORE CURRICULUM - M.A. IN LIFE PHYSICS

### **LP 501 Foundations in Integral Studies (same as HUS 501, PSY 501 and CRP 501)**

CIHS is based on the unique vision of Dr. Hiroshi Motoyama. His background spans not only numerous disciplines (religious studies, philosophy, psychology, biology, physics, etc.) but has also been forged from a dynamic interplay between Western and Eastern paradigms of thought. Out of this unique background, Dr. Motoyama developed a project to study human life from a holistic perspective which includes body, mind and spirit. CIHS is intended to help bridge different paradigms of thought and to foster a harmonious realization of a global society. This course introduces students to the complexity involved in the task of creating a genuinely holistic view of human life based upon the diversity of human thought considered cross-culturally. (4 units)

### **LP 502 Introduction to Qualitative and Quantitative Research (same as HUS 551 and PSY 512)**

The two main research approaches will be explored, firstly qualitative research, which is supported by phenomenological epistemologies, that explore the nature and meaning of phenomena in depth using interviews, observation or records (case histories and biographies). As the approach tends to be inductive it is mainly used in exploratory or hermeneutic studies aimed at the construction of concepts or theories.

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

### **LP 503 Research Statistics (same as PSY 514)**

This course begins with an overview of levels of measurement and why levels of measurement determine the range of appropriate statistical tests which can be brought to bear on the task of data analysis. Following an explication of measurement theory the topic of data distribution and its determining influence on appropriate statistical tests will be covered. Topics in descriptive and inferential use of statistical techniques include central tendency, frequency, variability, correlation, linear regression, dependent and non-dependent t-test application, analysis of variance and factor analysis. The use of

computer programs is included as an important component in preparing students to analyze quantitative data. (4 units)

### **LP 504 Basic Notions of Biophysics**

Newtonian physics is reviewed starting with kinematics, Newton's laws of motion, work and energy, impulse and momentum, as well as rotational kinematics and dynamics. Emphasis is on applications related to Life Physics. (4 units)

### **LP 505 Complementary Notions of Biophysics**

Other classical notions studied include: wave motion, simple harmonic oscillator, fluids, thermodynamics and the ideal gas law. Emphasis is on applications related to Life Physics. Prerequisite: LP 504. (4 units)

### **LP 506 Electricity and Magnetism**

This course provides a basic understanding of electricity, magnetism, and electromagnetic waves in their interaction with living beings. The electric field and electric potential are defined and used to elucidate the electrical properties of living organisms. The magnetic field is also defined and its properties on living tissues pointed out. Interactions of organisms with electromagnetic waves are also covered. In addition, simple electric circuit theory is reviewed and applied to modeled simple living tissues such as the cell and the skin. Prerequisite: LP 505. (4 units)

### **LP 507 Chinese Meridian Medicine I**

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

### **LP 508 Chinese Meridian Medicine II**

Continuation of LP 507. Prerequisite: LP 507. (4 units)

### **LP 509 Anatomy & Physiology I**

This course engages in a comprehensive study of the anatomy of the human body and of the human physiological systems. Emphasis is given to the healthy physiological functioning of each internal organ from the biochemical and electrophysiological viewpoints. (4 units)

### **LP 510 Anatomy & Physiology II**

Continuation of LP 509. Emphasis is given to the healthy physiological functioning of each internal organ from the biochemical and electrophysiological viewpoints. Prerequisite: LP 509. (4 units)



**LP 512 Cellular Biology**

In this course the cell is studied from a molecular biology standpoint. Included in this course are the study of cellular development and the role of DNA and RNA. Attention is also given to the cell structure and the electrical properties of the cell. (4 units)

**LP 513 Life Physics and Spiritual Education**

See course description under CRP 630 Comparative Religion & Philosophy and Spiritual Education. (4 – 10 units)

**ELECTIVES - M.A. IN LIFE PHYSICS**

**LP 511 Electrophysiology & Biofeedback**

Basic principles of psychophysiology and biofeedback are reviewed. Included in this review are the physiological monitoring, measurement, and feedback of electromyography (EMG), photoplethysmography (PPG), galvanic skin response (GSR), heart and respiration rates as well as peripheral body temperature training for lowered arousal. The Apparatus for Meridian Identification (AMI) and other electrophysiological equipment are briefly covered. The use of this equipment for diagnostics and biofeedback procedures will be discussed along with hands-on technical training. Recommended preparation: LP 506 and LP 510. (4 units)

**LP 551 Eastern and Western Perspectives on Health and Disease**

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)

**LP 552 Consciousness Studies (same as PSY 506 and HUS 601)**

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)

**LP 553 Behavioral Psychoacoustics**

An experiential study of experimental approaches to the alteration of human mood and states of consciousness by modifying rhythm, frequency, pitch, and intonation of sound produced by electronic and acoustic sources. The concepts and application of Mantra chanting and of music therapy are reviewed. Recommended Preparation: LP 505. (4 units)

**LP 554 Psychophysiology**

This course offers a comprehensive review of the physiological (e.g., neurological, musculoskeletal, cardiovascular, and endocrine) bases of human behavior. The student receives laboratory training in the techniques of contemporary psychophysiology for the scientific study of "mental" events. (4 units)

**LP 555 Topics of Special Interest**

One or more students arrange to focus on a specific topic with a faculty member. (1-4 units)

**LP 650 Thesis**

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

**LP 758 Cellular Biocommunication**

This course provides both classroom instruction and laboratory research supervision on the bases of primary perception phenomena, otherwise known as the "Backster Effect." Theoretical and applied topics are covered in detail, which include initial empirical observations of plant communication, replication of experimental laboratory evidence of cellular communication, biocommunication research with bacteria, methodological considerations for human cell collection, experimental evidence of human cell biocommunication, theoretical considerations for distance communication, human cell biocommunication experimental results and the response of the scientific community, health care implications of cellular biocommunication research, and cellular biocommunication as a new metaphor of consciousness. (4 units)

**DOCTOR OF PHILOSOPHY DEGREE PROGRAM Objectives**

The required courses in the Life Physics Ph.D. program provide the student with advanced instruction in various research fields such as bioelectromagnetics, geocosmic phenomena, Apparatus for Meridian Identification (AMI), meridian research, bioenergy, biofeedback as well as advanced research methodology in quantitative or qualitative research.

Ph.D. candidates in Life Physics fulfill all remaining degree requirements by taking doctoral level elective courses or Master's level courses from other schools or departments in consultation with the program director.

**Degree Requirements**

Ninety (90) graduate quarter units beyond the Master's Degree are required to complete the Doctor of Philosophy degree program in Life Physics. Sixty-eight (68) required graduate units are earned by the completion of fourteen (14) courses including the dissertation sequence (students must chose between qualitative or quantitative research methods). The remainder units are completed by taking electives courses in Life Physics or other schools or departments in consultation with the program director.

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

The student pursuing a Ph.D. in Life Physics is administered an Advancement to Candidacy Examination after the successful completion of all course work (except LP 896, 897, and the dissertation sequence). The Advancement to Candidacy examination is administered according to a written format and covers all course work done during the Ph.D. program. Success on this exam must be achieved prior to the student's completion of LP 896.

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

### DOCTOR OF PHILOSOPHY IN LIFE PHYSICS

The Ph.D. requires 90 units

#### CORE CURRICULUM

LP 501	Foundations in Integral Studies	(4 units)
LP 701*	Advanced Quantitative Research Methods	(4 units)
LP 702*	Advanced Qualitative Research Methods	(4 units)
LP 703**	Research with the AMI	(4 units)
LP 704**	Biophysical Research on Meridian & Ki	(4 units)
LP 705	Bioelectromagnetics	(4 units)
LP 706	The Influence of Geocosmic Phenomena on Biological Processes	(4 units)
LP 707	Devices for Human Subtle Energy Detection	(4 units)
LP 708	Bioenergy Field Research Application	(4 units)
LP 712	Integration of Eastern and Western Medicine	(4 units)
LP 713	Life Physics and Spiritual Education	(4-10 units)
LP 896	Dissertation Topic Research and	

	Methodology I	(5 units)
LP 897	Dissertation Topic Research and Methodology II	(5 units)
LP 898A	Dissertation I	(6 units)
LP 898B	Dissertation II	(6 units)

\* Students chose one of these two courses depending on their research interests.

**Total core units = 68 units**

#### ELECTIVES

LP 709**	Advanced Biofeedback and Neurofeedback	(4 units)
LP 710**	Advanced Meridian Research with the AMI	(4 units)
LP 711	Physical Structure & Bioelectrical Properties of the Skin	(4 units)
LP 750	Advanced Consciousness Studies	(4 units)
LP 751**	Biophoton Research	(4 units)
LP 752	Oriental Medicine & Diet	(4 units)
LP 753	Energy Medicine & Diet	(4 units)
LP 754	Quantum Biology	(4 units)
LP 755	Neuroacoustic Therapy	(4 units)
LP 756	Introduction to Homeopathy	(4 units)
LP 757	Quantum Physics	(4 units)
LP 758**	Cellular Biocommunication	(4 units)
LP 759	Interrelation of the Meridian System and the Nervous System	(4 units)
LP 760	Topics of Special Interest	(1-4 units)
LP 761	Multivariate Statistics	(4 units)

\*\*Note: LP703 Research with the AMI, LP 704 Biophysical Research on the Meridians and Ki, LP 709 Advanced Biofeedback and Neurofeedback, LP 710 Advanced Meridian Research with the AMI, LP 751 Biophoton Research and LP 758 Cellular Biocommunication are offered only as residence courses.

#### Course Descriptions

#### CORE CURRICULUM-PH.D. IN LIFE PHYSICS

##### LP 501 Foundations in Integral Studies (same as HUS 501, PSY 501 and CRP 501)

CIHS is based on the unique vision of Dr. Hiroshi Motoyama. His background spans not only numerous disciplines (religious studies, philosophy, psychology, biology, physics, etc.) but has also been forged from a dynamic interplay between Western and Eastern paradigms of thought. Out of this unique background, Dr. Motoyama developed a project to study human life from a holistic perspective which includes body, mind and spirit. CIHS is intended to help bridge different paradigms of thought and

to foster a harmonious realization of a global society. This course introduces students to the complexity involved in the task of creating a genuinely holistic view of human life based upon diversity of human thought considered cross-culturally. (4 units)

**LP 701            Advanced Quantitative Research  
                         Methods (same as PSY 705)**

The numerous types of complex experimental and correlational designs available in behavioral and health related research, particularly in relation to multivariate analysis, are reviewed and their use is presented with examples. The roles of control groups, randomization and matching are discussed particularly in relation to complex designs using multiple groups and repeated measures, and the types of randomization implied with these types of designs are discussed. The importance of validity, reliability, sensitivity and specificity are also covered. Also reviewed are hypothesis testing and other equivalent methods as well as the different types of errors and the importance of the power of statistical tests, and emphasis will be put on multifactorial analysis and the use of multivariate data analysis programs. (4 units)

**LP 702            Advanced Qualitative Research  
                         Methods (same as PSY 704)**

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

**LP 703            Research with the Apparatus for  
                         Meridian Identification (AMI)**

This course is intended to teach the AMI principles and the three parameters monitored. Also studied is the initial polarization current which flows in the dermis, as an indicator of the Ki flow in the meridian and as an important factor in meridian research. The following will also be evaluated experimentally: interpretation of the data; evaluation of normal or abnormal (excessive, deficient, imbalanced, inversed) functioning of the meridians and Ki; and, the daily and seasonal biorhythms of Ki. Recommended preparation: LP 506, LP 508, and LP 512. (4 units)

**LP 704            Biophysical Research on the Meridians  
                         and**

**Ki**

This course is intended to confirm the differences between the meridian system and the nervous system. The electrical characteristics of the former are local and the latter are systemic. By using the AMI and bioamplifiers, etc. it will be experimentally confirmed that the flow of Ki in the Yin and Yang meridians is in a reverse direction. Recommended preparation: LP 703. (4 units)

**LP 705            Bioelectromagnetics**

This course provides scientific studies from the bioelectromagnetics community which supports the hypothesis that the energy body is electromagnetic (EM) in nature. These studies demonstrate that electromagnetic fields regulate the body's natural healing process. Physiological changes associated with healing can be brought about by applying exogenous electromagnetic frequencies to the body. The students will read original research reports by pioneers in the newly emerging field of bioelectromagnetics. Prerequisite: LP 506. (4 units)

**LP 706            The Influence of Geocosmic Phenomena  
                         on Biological Processes**

Lecture and laboratory study in the field of Geomagnetobiology which presents a foundation for the evolving paradigm of geocosmic science and the application of empirical methodologies. Topics include photobiology and medical research, bioresonance theory in biology and medicine, biosymmetrics and functional symmetrics in human beings, problems of the biofields and bioenergetics, the influence of geophysical anomalies on human health as well as a framework for basic geocosmic research. Prerequisite: LP 506; Recommended preparation: LP 705. (4 units)

**LP 707            Devices for Human Subtle Energy  
                         Detection**

This course will elucidate the physical mechanisms of the operation of a number of different devices and to reveal the physical energy/subtle energy interplay in the overall device operation. Recommended preparation: LP 506. (4 units)

**LP 708            Bioenergy Field Research Application**

The student engages in a study of the transition from the material physics model of the human organism to one of quantum field concepts of human physiology and psychology. Using chaos and energy field models as well as newer paradigms of holograms, this course provides training in the fundamentals of controlled research into human energy fields and their application to preventive and intervention health medicine. Recommended preparation: LP 506. (4 units)

**LP 712 Integration of Eastern and Western Medicine**

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. This course proposes to investigate how to integrate the positive aspects of these ancient medical systems with modern Western medicine in the hope to come up with a health system that includes prevention as well as effective ways of coping with difficult diseases. (4 units)

**LP 713 Life Physics and Spiritual Education**

See course description under CRP 630 Comparative Religion & Philosophy and Spiritual Education. (4 – 10 units)

**LP 896 Dissertation Topic Research and Methodology I**

The purpose of this course is to provide the student with an opportunity to examine one or more substantive areas of his/her choice in the scientific or scholarly literature in considerable detail as a preamble to selecting a topic/project for the dissertation. The student meets regularly with a faculty member during this process to discuss findings, dissertation ideas, and conceptual and methodological issues and problems connected to specific substantive areas. Periodic written reviews of literature examined and issues discussed in meetings with a faculty member are submitted as course work. Prerequisite: Approval of Program Director. (5 units)

**LP 897 Dissertation Topic Research and Methodology II**

This course advances the student in the dissertation process by providing an opportunity to examine methodological options other researchers have already made in a specific area of research or scholarship which the student has selected as a likely area for the dissertation project. Examination in detail of prior relevant methodological choices allows the student to develop a sophisticated grasp of methodologies in a specific area (pros and cons), and thereby enables the student to further conceptualize the dissertation project from the perspective of feasible methods of inquiry. Students meet regularly with a faculty member during the course of a quarter to discuss pros and cons of previous methods of investigation in the substantive area which the student has selected as a likely dissertation project. Written reviews of published material and discussions of the material with the instructor are submitted as coursework. Prerequisite: LP 896. (5 units)

**LP 898A Dissertation I**

The dissertation represents an original and high quality piece of research. It is considered a “capstone” project because it must demonstrate to the faculty that the student is able to carry out relatively independent research of high quality. The method or type of research is dictated by the problem that the student chooses to investigate. Dissertation I represent the student’s work up to the point of his/her committee’s acceptance of a formal dissertation proposal. There is no established time line for this. The proposal includes a scholarly and convincing review of relevant literature and correlated statement of the problem to be investigated and its importance, a detailed methodology section which addresses how the problem will be investigated, and a section which explicitly addresses how the data or findings generated by the method of investigation will be used to draw conclusions or inferences. A committee of three members approved by the Program Director must formally accept the proposal in writing. Although it is the student him/herself who must generate the project and execute it, the Chair can essentially be considered the supervisor of the project. Dissertation I is completed when the committee formally accepts the proposal. (6 units)

**LP 898B Dissertation II**

This course covers the dissertation project from the point of the accepted proposal to the student’s successful oral defense of the project as a whole to his/her committee and subsequent required revisions, if any. The final form of the written document includes a sophisticated review of the relevant literature which may substantially exceed the review prepared for the proposal a thorough and adequate report of findings in terms of meaning and significance, a discussion of what the findings show or suggest in terms of the problem which has been investigated, a discussion of drawbacks or limitations of the study in light of its execution and results, and pertinent suggestions for further, hopefully more refined research of the problem. (6 units)

**ELECTIVES - PH.D IN LIFE PHYSICS****LP 709 Advanced Biofeedback and Neurofeedback**

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

hands on technical training using state of the art computerized neurofeedback technology. Included will be techniques for identification of artifact and variant QEEG. Laboratory assignments required. Recommended preparation: LP 511 (4 units)

**LP 710           Advanced Meridian Research Using the AMI**

The theories and applications of the meridian system, according to Eastern traditions, are studied using the AMI technology. The 12 regular meridians and important acupoints are studied. Effectiveness of acupoint treatments is examined using the AMI. Measurements of the current flowing through the meridians will be taken, and resulting data examined to determine the abnormality in the system. The relationship between the meridian system and internal organs is made clear based on AMI data. Prerequisite: LP 703. (4 units)

**LP 711           Physical Structure and Bioelectrical Properties of the Skin**

The course is intended to teach basic knowledge on the anatomy and physiology of the water-rich phase of the dermal connective tissue. The mechanism of the formation of the electrical field and the gradient of the electrical potential in the connective tissue resulting from the filtering function of mucopolisaccharides (such as hyaluronic acid) will be studied. Recommended preparation: LP 512. (4 units)

**LP 750           Advanced Consciousness Studies**

Recent advances in the new field of consciousness studies are reviewed and examined in detail as well as still unresolved issues in psychology and philosophy such as the body-mind-spirit (or soul) problem. Other topics include the relationships between brain and consciousness and trans-human consciousness. Do soul and spirit exist? If so, how can we go about investigating these subjects scientifically? Students are asked to draw upon course material to write an original term paper. (4 units)

**LP 751           Biophoton Research**

Using a photon counter, this course is intended: 1) To investigate the oscillation and energy quantity of photons emitted from the body during mental concentration; 2) To investigate from which atoms these photons are emitted; and 3) To elucidate the physical and physiological condition in which psi energy (thought to function during mental concentration) is more readily converted to physical energy. The above research will be further developed and the mechanism of mind and body correlation will be pursued. Prerequisite: LP 757. (4 units)

**LP 752           Oriental Medicine and Diet**

This course provides an approach for health especially in view of the role of diet in oriental medicine. The following topics are taught and discussed: 1) Introduction of the principles of Oriental medicine and its divisions, especially in view of dietary transformation, formation of the meridians, and the relationship with Chakras, environmental dietary influence on the physical, physiological and spiritual condition; 2) Diagnostic methods according to pulse and pressure, skin color, texture, nail and hair condition, ancestral and parental influences, behavior patterns, speaking and writing; 3) Human food and its regional, climatic, and personal variations; and 4) Approaches to major physical and psychological disorders. (4 units)

**LP 753           Energy Medicine and Diet**

This course elucidates the effects of nutrition on the human body considered as an energy system. Different models of energy medicine such as Naturopathy and subtle energies are explored. (4 units)

**LP 754           Quantum Biology**

This course is intended to teach the basics of quantum biology. Additionally, this course reviews the history of quantum biology and does an overview of recent research results of present-day biophysics. Recommended preparation: LP 512 (4 units). Prerequisite: LP 757. (4 units)

**LP 755           Neuroacoustic Therapy**

This course examines procedures for acoustically influencing the functioning of bodily systems, including the central nervous system. The overall emphasis is therapeutic acoustic intervention. Recommended preparation: LP 553. (4 units)

**LP 756           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 succussions in Hahnemann preparations. (4 units)

**LP 757           Quantum Physics**

This course presents the reasons for the need for quantum theory. It explains the reasons for the dominance of the Copenhagen interpretation over competing interpretations. Recent interpretations of Quantum theory are also reviewed. The Copenhagen interpretation is expanded and important examples are covered especially in relation to the structure of the atom such as Bohr model and Schrodinger equation as applied to the study of the atomic

structure. Roles of electromagnetic transitions (absorption or emission) for complex atoms are also examined. Finally, the subject of transitions in molecules is touched upon. Prerequisite: LP 506. (4 units)

**LP 758 Cellular Biocommunication**

This course provides both classroom instruction and laboratory research supervision on the bases of primary perception phenomena, otherwise known as the "Backster Effect." Theoretical and applied topics are covered in detail, which include initial empirical observations of plant communication, replication of experimental laboratory evidence of cellular communication, biocommunication research with bacteria, methodological considerations for human cell collection, experimental evidence of human cell biocommunication, theoretical considerations for distance communication, human cell biocommunication experimental results and the response of the scientific community, health care implications of cellular biocommunication research, and cellular biocommunication as a new metaphor of consciousness. (4 units)

**LP 759 Interrelation of the Meridian System and the Nervous System**

Recent research aimed at determining the exact nature and structure of the meridian system seem to indicate the meridian system and the nervous system are different systems. This research also shows the two systems are in constant interaction with each other. At present, the exact location of the interaction is now known but there is some evidence that they interact at least through the sympathetic ganglions located on both sides of

the spinal cord. This course will review the literature on the topic of the interaction between the meridian system and the nervous system and will point toward possible new venues of research to clearly differentiate (or integrate) the two systems. (4 units)

**LP 760 Topics of Special Interest**

One or more students arrange to focus on a specific topic with a faculty member. (1-4 units)

**LP 761 Multivariate Statistics**

This course is an introduction to multivariate statistics. Topics covered include: multiple regression and correlation; path analysis; principal-components analysis; explanatory and confirmatory analysis; multidimensional scaling; analysis of cross-classified data; logistic regression; multivariate analysis of variance; discriminant analysis; and meta-analysis. These subjects are covered with emphasis in reading and understanding rather than deep mathematical understanding. (4 units)



# School of Psychology

## Mission and Purpose

The psychology programs prepare students to participate in the historical development of the scientific study of mental life. The M.A. general psychology program prepares the ground for all further study in psychology by examining perennial philosophical issues and correlated research strategies. A range of substantive coursework represents major areas of interest in psychology, including coursework in clinical psychology which creates a bridge to the Ph.D. program. A unique feature of the M.A. program and the Ph.D. program is the opportunity to draw upon the Life Physics and Comparative Religion and Philosophy curricula to fulfill elective requirements, thereby exposing students to a synthesis of East-West and Science-Religion realms of thought. The Ph.D. program in clinical psychology provides advanced courses in a set of related concerns which together define the core of clinical psychology, namely "What is wrong? How and why did it develop? What can be done?" Qualitative research is encouraged because it is recognized that clinically-relevant issues are particularly vulnerable to distortions of meaning which may be created by out-of context and non-dialogical forms of investigation. A broad range of topic areas relevant to clinical psychology and/or the study of mental life is available as electives.

## Prerequisites

**Masters of Arts Degree Program in General Psychology:** Bachelor's degree from an approved or accredited institution.

**Doctor of Philosophy Degree Program in Clinical Psychology:** Master's degree from an approved or accredited institution.

## MASTER OF ARTS DEGREE PROGRAM

### Objectives

The core curriculum of the General Psychology M.A. program is designed to provide the entry level graduate student with a solid grounding in the basic science foundations of psychology. Upon successfully completing the core curriculum, the M.A. candidate in General Psychology fulfills the remaining degree requirements by taking courses across a spectrum of substantive areas in psychology, including clinical psychology. The clinical psychology emphasis is designed to prepare students for the Institute's Ph.D. program in clinical psychology.

### Degree Requirements

Fifty-two (52) graduate quarter units are required to complete the Master of Arts degree in General Psychology. Twenty-four (24) graduate quarter units are earned in six (6) core courses designed to establish a basic foundation in the philosophy and science of psychology. Students who wish to graduate with a clinical psychology emphasis must complete all five courses (twenty graduate quarter units) in this area. Students who wish to go on from the Institute's General Psychology M.A. program to the Institute's Ph.D. program in Clinical Psychology must take the M.A. clinical psychology emphasis. Elective coursework toward the remainder of the 52 unit degree requirement (that is, units necessary for graduation beyond required courses) may be selected from the M.A. General psychology program course offerings and from the M.A. Life Physics and Comparative Religion and Philosophy program course offerings. Ph.D. level courses in Psychology, Life Physics, or Comparative Religion and Philosophy may be taken only with the approval of the Psychology Program Director. Graduate transfer credit can be granted for a total of eight (8) quarter units of relevant graduate course work previously completed at another approved or accredited institution.

## MASTER OF ARTS IN GENERAL PSYCHOLOGY

### CORE CURRICULUM (for all Masters Students)

PSY 501	Foundations in Integral Studies	(4 units)
PSY 506	Consciousness Studies I	(4 units)
PSY 507	Psychology and Spiritual Education	(4-10 units)*
PSY 512	Introduction to Qualitative and Quantitative Research	(4 units)
PSY 514	Research Statistics	(4 units)
PSY 521	Counseling & Communications Skills	(4 units)

\*An excess of 4 units for this course will count as elective units

### CLINICAL PSYCHOLOGY EMPHASIS

Students intending to proceed to a Clinical Ph.D. with a view to clinical licensing

Must take at least 20 units from the following courses:

PSY 508	Human Sexuality	(4 units)
PSY 600	Psychology of Personality	(4 units)
PSY 620	Introduction to Psychopathogenesis And Psychopathology	(4 units)
PSY 628	Substance Abuse and Intervention	(4 units)
PSY 629	Psychotherapy Theories and Strategies	(4 units)
PSY 650	Practicum I	(1-4 units)
PSY 651	Practicum II	(1-4 units)

## **ELECTIVES IN INTEGRAL AND GENERAL PSYCHOLOGY**

Students not following a clinical track may also choose appropriate electives from the Human Science, Life Physics and Spiritual Education in addition to the following:

PSY 612	Introduction to Body Mind Energy Psychology	(4 units)
PSY 614	Psychobiology	(4 units)
PSY 622	Consciousness Studies I	(4 units)
PSY 623	Sociocultural Influences and Intervention Strategies	(4 units)
PSY 627	Humanistic Psychology	(4 units)
PSY 633	Introduction to Energy Psychology	(4 units)
PSY 634	History of Psychology	(4 units)
PSY 635	Topics of Special Interest	(1-8 units)
PSY 636	Thesis	(6 units)

**The Total M.A. program comprises 52 units.**

### **Course Descriptions**

#### **CORE CURRICULUM-M.A. IN PSYCHOLOGY**

##### **PSY 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 of thought. From this diverse experience, Dr. Motoyama developed a project to study human life from a holistic perspective which includes body, mind and spirit, that is intended to help bridge different paradigms of thought and to foster the harmonious realization of a global society. This course introduces students to a holistic view of human life based upon the diversity of human thought. (4 units)

##### **PSY 506 Consciousness Studies I (also LP 552)**

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)

##### **PSY 507 Psychology and Spiritual Education (see also CRP 630)**

The work of Dr. Motoyama as scientist, scholar and spiritual teacher has contributed to his pioneering work on the integral nature of human beings, built on meditation and the mystical experience and the integration of religion and science. This course will address both theoretical foundations as well as provide instruction in yogic techniques: asanas, bandhas, mudras and methods of

meditation that can be used to progressively awaken the different charkas. The teaching will also draw attention to the possible pitfalls and problems that could occur during this practice, and explanations will be provided on how to avoid their occurrence. (4 units)

##### **PSY 512 Introduction to Qualitative and Quantitative Research**

The two main research approaches will be explored, firstly qualitative research, which is supported by phenomenological epistemologies, that explore the nature and meaning of phenomena in depth using interviews, observation or records (case histories and biographies). As the approach tends to be inductive it is mainly used in exploratory or hermeneutic studies aimed at the construction of concepts or theories.

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

##### **PSY 514 Research Statistics (also LP 503)**

The course provides an overview of descriptive and inferential statistical techniques that include central tendency, frequency, variability, correlation, linear regression, dependent and non-dependent t-test application, analysis of variance and factor analysis. The appropriate application of these techniques to various research designs as well as use of computer programs are included as an important component in preparing students to analyze quantitative research data. (4 units)

##### **PSY 521 Counseling and Communication Skills**

Conducting beneficial therapy requires specialized attitudes and abilities on the part of the therapist. This course emphasizes the fundamental aptitude for active empathic listening and responding on the part of the therapist. This course addresses the skills associated with the complex, task of grasping the point and meaning of another's communication, which can be overlooked in counseling training. (4 units)

#### **CLINICAL PSYCHOLOGY EMPHASIS**

##### **PSY 508 Human Sexuality**

The course will present information about of sexual health and dysfunction often encountered in the clinical situation. Topics discussed will include gender related aspects of



sexuality, communication issues, alternate lifestyles, social myths and paraphilias that are identified in the DSM, in conjunction with current intervention techniques (4 units)

**PSY 600 The 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, cognitive-behavioral and trait theories of personality are studied. This course situates these approaches in historical, philosophical and methodological perspectives, and focuses on the roles of biology and culture in shaping personality. (4 units)

**PSY 620 Introduction to Psychopathogenesis and Psychopathology**

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

**PSY 628 Substance Abuse, and Intervention**

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

**PSY 629 Psychotherapy: Approaches and Strategies**

Many presentations of psychotherapy are based on the major theoretical orientations of the three categories that contemporary systems tend to be categorized as: *psychodynamic*, mainly derived from psychoanalytic thought; *experiential relational* which stresses feelings and subjective feelings; and *cognitive and behavioral* approaches that emphasize the role of thinking and being. However these general models have many common denominators and areas of overlap. The course will explore the underlying assumptions and strategies of these and other approaches to therapy. (4 units)

**PSY 650 Practicum I**

Supervised field work in a clinical practice setting in which both psychological assessment and psychotherapy skills are developed. The clinical facility must be approved by the Program Director. Time commitment to the clinical facility and academic units awarded may vary. (1- 4 units)

**PSY 651 Practicum II**

Supervised field work in a clinical practice setting in which both psychological assessment and psychotherapy skills are developed. The clinical facility must be approved by the Program Director. Time commitment to the clinical facility and academic units awarded may vary. (1- 4 units)

**ELECTIVES IN INTEGRATIVE AND GENERAL PSYCHOLOGY**

**PSY 612 Introduction to Mind Body Energy Psychology**

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

**PSY 614 Psychobiology**

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

**PSY 622 Consciousness Studies II**

Investigations and formulations concerning the origins and nature of consciousness drawn from a range of models that include: clinical and experimental neurology, clinical psychology and psychiatry, cognitive psychology, developmental psychology, psychopharmacology and hypnosis. (4 units)

**PSY 623 Sociocultural Influences and Intervention Strategies**

Social psychology research that has explored the diverse sociocultural influences on psychological life and action, 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 appropriate techniques will be addressed. (4 units)

**PSY 627 Humanistic Psychology**

Humanistic psychology attempts greater breadth and depth of understanding of human functioning than that provided by scientific psychology with its focus mainly on measurement and prediction and control of behavior. In contrast to this, the humanistic emphasis is on the important aspects of humanness such as consciousness, values, creativity, and freedom of spirit. The rich perspectives of existential philosophy, literature and the arts are employed to develop a more profound view of human nature, than that provided by observable behavior in laboratories or by psychological tests. (4 units)

**PSY 633 Introduction to Energy Psychology**

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

**PSY 634 History of Psychology**

The development of the field of psychology is explored from the philosophical and scientific antecedents to modern trends. Systems of thought that influence current practices such as psychodynamic, behaviorist, humanistic and transpersonal perspectives will be highlighted. (4 units)

**PSY 635 Topics of Special Interest**

One or more students can arrange to focus on a specific topic with a faculty member. (1-8 units)

**PSY 636 Thesis**

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

**DOCTOR OF PHILOSOPHY  
DEGREE PROGRAM**

**Objective**

The aim of the Ph.D. program in clinical psychology is to provide advanced coursework which addresses core issues in clinical psychology as a treatment area and as a research area, and in addition to provide elective coursework opportunities in the field of psychology broadly speaking, including areas in which psychology overlaps with other disciplines.

**Degree Requirements**

Ninety (90) graduate quarter units beyond the Master's Degree are required to complete the Doctor of Philosophy degree program in Clinical Psychology. Seventy eight (78) core curriculum graduate quarter units (including the dissertation ) are earned in eighteen (18) core courses designed to facilitate advanced training in clinical psychology. The remaining twelve (12) quarter units are earned in consultation with the Program Director. Because an M.A. degree is a program prerequisite and because students may even enter the program with an M.A. -level clinical license, the student and Program Director carefully plan the remaining 12 units with the student's career goals in mind. With the approval of the Program Director the student may draw upon the Ph.D. programs in Life Physics and Comparative Religion and Philosophy to fulfill elective coursework requirements.

Students in this program may be required to take prerequisite courses if it is felt that their background at the M.A. level has not fully prepared them to succeed in the Institute's Ph.D. program.

Advancement to Candidacy is a formal step in the Ph.D. program. Eligibility for the Advancement to Candidacy examination consists of successful completion of all coursework (excepting PSY 896, 897 and dissertation). Successful Advancement to Candidacy is a prerequisite for internship, PSY 896, 897, and dissertation, except upon specific approval of the Program Director. The examination tests the student's ability to provide sophisticated written discussions concerning substantive matters in psychology.

**DOCTOR OF PHILOSOPHY IN  
CLINICAL PSYCHOLOGY**

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

**CORE CURRICULUM for all PhD students**

(Unless these courses have been completed at the Masters level).

PSY 701 Foundations in Integral Studies (4 units)

PSY 702 Consciousness Studies I (4 units)

\*PSY 703 Psychology and Spiritual Education

(4 -10 units)

\*\*PSY 704 Advanced Qualitative Research Methods

(4 units)

\*\*PSY 705 Advanced Quantitative Research Methods

(4 units)

PSY 896 Dissertation Topic Research and Methodology I

(5 units)

PSY 897 Dissertation Topic Research and Methodology II (5 units)  
 PSY 898A Dissertation I (6 units)  
 PSY 898B Dissertation II (6 units)  
 \*Units in excess of 4 for this course will count as electives  
 \*\*Students may take one or both of these courses depending on their intended research design

**Total of 42 units**

**CORE COURSES FOR CANDIDATES INTENDING TO OBTAIN CLINICAL LICENSING**

**At least 9 courses (36units) must be selected from this group for the 78 core units required. The remaining 12units may be selected from any of the categories of electives.**

PSY 700 Ethics and Law in Psychology (4 units)  
 PSY 706 Models of Human Intelligence (4 units)  
 PSY 707 Psychopharmacology (4 units)  
 PSY 708 Human Sexuality (4 units)  
 PSY 709 Diagnosis in Clinical Psychology (4 units)  
 PSY 710 Complexities of Treatment (4 units)  
 PSY 714 Neuropsychology (4 units)  
 PSY 715 Mind Body Energy Psychology (4 units)  
 \*PSY 716 Psychological Testing I (4 units)  
 \*PSY 717 Psychological Testing II (4 units)  
 PSY 718 Domestic Violence (4 units)  
 PSY 720 Psychopathology and Psychopathogenesis (4 units)  
 PSY 728 Substance Abuse Theories and Therapies (4 units)  
 PSY 807 Pre-Doctoral Internships (1-4 units)

\*Students may take one or both of these units.

Suitable electives for the Clinical Program can be selected from Integral Psychology courses or the Human Sciences program and other CIHS courses in consultation with the program director.

**ELECTIVES FOR INTEGRAL PSYCHOLOGY EMPHASIS**

PSY 622 Consciousness Studies II (4 units)  
 PSY 748 Energy Psychology I Theoretical Basis and Research (4 units)  
 PSY 749 Energy Psychology II Clinical Applications (4 units)  
 PSY 750 Body-Oriented Psychology and Therapy (4 units)  
 PSY 751 Psychoacoustics (4 units)  
 PSY 753 Psychosomatic Disorders and

Psychoneuroimmunology (4 units)  
 PSY 756 Hypnotherapy and Guided Imagery (4 units)  
 PSY 763 Psychology of Shamanism (4 units)  
 PSY 764 Transpersonal Psychology (4 units)  
 PSY 764 Transpersonal Psychology (4 units)  
 PSY 770 Foundations in Parapsychology (4 units)  
 PSY 779 Karma Reincarnation and the Survival of Consciousness (4 units)  
 PSY 784 Ecopsychology (4 units)  
 PSY 785 Topics of Special Interest (4 units)

**Licensing Requirements as a Psychologist in California**

The Board of Psychology is the relevant governing body for the psychology license in California. Graduates who have earned a Ph.D. in clinical psychology from a State approved educational institution (such as CIHS) are eligible to take the licensing exam when they have completed a total of 3000 hours of supervised clinical experience. A maximum of 1500 hours of pre-doctoral supervised clinical experience can be accepted by the Board toward the 3000 hours. CIHS students intending to become licensed in California should map their doctoral curriculum with the Program Director.

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

Board of Psychology  
 1422 Howe Avenue, Suite 22  
 Sacramento, CA 95825-3200  
 (916) 263-2699

**Course Descriptions**

**CORE CURRICULUM FOR ALL PH.D. STUDENTS IN PSYCHOLOGY**

**PSY 701 Foundations in Integral Studies (also LP 501 and CRP 501)**

This course is required of all CIHS students, is based on the unique vision of Dr. Hiroshi Motoyama. His background spans numerous disciplines (religious studies, philosophy, psychology, biology and physics) and has also been forged from a dynamic interplay between Western and Eastern paradigms. From these fields of study, Dr. Motoyama developed a project to study human life from a holistic perspective that includes body, mind and spirit, and to foster the realization of a harmonious global society. This course introduces students to the complexities of creating a genuinely integral view of human life based upon diversity of human thought and culture. (4 units)

**PSY 702 Consciousness Studies I (also LP 552)**

The course draws upon investigations and models concerning the nature, types and levels of consciousness, drawn from religion, yoga, mysticism, spiritual traditions, shamanism, and psychology. Theories of levels of consciousness, notably from psycho dynamic models which describe subconscious, preconscious and unconscious processes, as well as the Jungian premise of a collective unconscious will be discussed (4 units)

**PSY 703 Psychology and Spiritual Education  
see also CRP 630)**

The work of Dr. Motoyama as scientist, scholar and spiritual teacher has contributed to his pioneering work on the integral nature of human beings, built on meditation and the mystical experience and the integration of religion and science. This course will address both theoretical foundations as well as provide instruction in yogic techniques: asanas, bandhas, mudras and methods of meditation that can be used to progressively awaken the different charkas. The teaching will also draw attention to the possible pitfalls and problems that could occur during this practice, and explanations will be provided on how to avoid their occurrence. (4 units)

**PSY 704 Advanced Qualitative Research  
Methods (Same as LP 702)**

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

**PSY 705 Advanced Quantitative Research  
Methods**

The numerous types of complex experimental and correlational designs available in behavioral and health related research, particularly in relation to multivariate analysis, are reviewed and their use is presented with examples. The roles of control groups, randomization and matching are discussed particularly in relation to complex designs using multiple groups and repeated measures, and the type of randomization implied with these types of designs are discussed. The importance of validity, reliability, sensitivity and specificity are also covered. Also reviewed are hypothesis testing and other equivalent methods as well as the different types of errors and the importance of the power of statistical tests, and emphasis

will be put on multifactorial analysis and the use of multivariate data analysis programs. (4 units)

**PSY 896 Dissertation Topic Research and  
Methodology I**

The purpose of this course is to provide the student with an opportunity to examine one or more substantive areas of his/her choice in the scientific or scholarly literature in considerable detail as a preamble to selecting a topic/project for the dissertation. The student meets regularly with faculty during this process to discuss dissertation ideas, and conceptual and methodological issues and problems connected to specific substantive areas. A draft proposal outlining the topic and rationale will be required to be submitted as course work. (5 units)

**PSY 897 Dissertation Topic research and  
Methodology Review II**

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

**PSY 898A Dissertation I**

Dissertation I represents the student's work up to the point of his/her committee's acceptance of a formal dissertation proposal, which comprises the first three chapters of the dissertation. This includes a scholarly and convincing review of relevant literature and correlated statement of the problem to be investigated, a detailed methodology section that addresses how the problem will be investigated, and a section that explicitly examines how the data or findings generated by the method of investigation will be used to draw conclusions or inferences. A committee of three members approved by the Program Director must formally accept the proposal in writing. Dissertation I is completed when the committee formally accepts the proposal. (6 units)

**PSY 898B Dissertation II**

This course covers the dissertation project from the point of the accepted proposal to the student's successful oral defense of the project as a whole to his/her committee and subsequent required revisions, if any. The final form of the written document including a of the first three chapters and an adequate report of findings in terms of meaning and significance, a discussion of what the findings show or suggest in terms of the problem which has been investigated, a discussion of drawbacks or limitations of

the study in light of its execution and results, and pertinent suggestions for further, refined research of the problem. (6 units)

### **CORE COURSES FOR CANDIDATES INTENDING TO OBTAIN CLINICAL LICENSING**

#### **PSY 700 Ethics and Law for Psychologists**

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

#### **PSY 706 Models of Human Intelligence**

The psychometric approach to psychological assessment, most conspicuously in the area of intelligence testing, has provoked objections from within as well as from outside of psychology. This is reviewed in relation to the role of the school and schooling in the American political economy, as well as issues of ethnicity. This course examines these and other criticisms, as well as non-psychometric views of intelligence. (4 units)

#### **PSY 707 Psychopharmacology**

While the course aims to provide students with a background of psychopharmacology necessary to achieve clinical licensing, it will also provide a critical analysis of the appropriate use of psychopharmaceuticals and possible iatrogenic outcomes due to excessive and inappropriate use. Sociopolitical factors that influence patterns of prescription and use of psychiatric drugs will be discussed, including the extent to which psychopharmacotherapy research is embedded in vested interests. 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 708 Human Sexuality**

The course reviews the varied attitudes and values as regards human sexuality and the many cultural myths surrounding sexual practices as well as 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 the counseling situation. Perspectives on current therapeutic concepts and interventions will be presented. (4 units)

#### **PSY 709 Diagnosis in Clinical Psychology**

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

#### **PSY710 Complexity of Treatment: Methods, and Problematics I**

Psychotherapy encounters a personality in distress but which is simultaneously strongly conservative of its own structure and functioning presenting a core problem for the therapist namely the formed or established personality that is not easily altered. What can realistically be done to alter the personality in positive ways is the subject of endless clinical thought, innovation, ingenuity, and investigation. This course presents important clinical reflections on this therapeutic project from several perspectives. (4 units)

#### **PSY 714 Neuropsychology**

Many forms of neuropathology and of primary non-neurological illnesses that affect the brain, can bring about detrimental psychological alterations in mood, affect, thought, and behavior. The problem of mistaking the psychological consequences of somatic disease for bona fide psychopathology is a substantial but underplayed problem in medicine, psychiatry, and clinical psychology. This course examines somatic illnesses that may masquerade as psychopathology and helps familiarize students with neuropsychological techniques for the detection of neuropathology, and with the role of somatic symptoms in distinguishing between somatic and psychopathology. (4 units)

#### **PSY 715 Mind Body Energy Psychology**

Modern Western medicine was founded on the doctrine of specific etiology originating in the reductionist philosophies of the Enlightenment era. A revival of holism and systems theory has produced theories of multiple causality and the beginnings of an ecological model of health and illness with wide application in medicine and psychology. Interest in the energy matrix of the body that has been the basis of healing in Eastern medicine for millennia is gaining recognition in Western medicine. This course examines an ecological model of health and illness with special emphasis on stress and its effects on the

physical, immune, and energy systems of the body. (4 units)

**PSY 716 Psychological Testing I**

Students will be familiarized with the use of the most commonly used tests developed in psychology: the MMPI, the Rorschach, the Wechsler scales, and others. These instruments have played a major role historically in the development of ideas concerning measurement and validity in the realm of psychological assessment. Validity based on group statistics and clinical utility will be an additional topic of discussion. (4 units)

**PSY 717 Psychological Testing II**

Students will have the opportunity to specialize and become adept in a particular area of testing such as projective tests, personality test or intelligence tests. (4 units)

**PSY 718 Domestic Violence**

Because of the hidden nature of abuse within intimate relationships, the true incidence of this problem is difficult to determine but it is considered to be a serious social issue, and 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, and current modes of appropriate intervention strategies will be reviewed. (4 units)

**PSY 720 Psychopathology and Psychopathogenesis I**

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

**PSY 728 Substance Abuse: Theories and Therapies**

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

**PSY 807 Pre-Doctoral Internship (1 - 4 units)**

The pre-doctoral internship is mapped-out in consultation between the student and Program Director. Academic credit is earned for internship experience on a quarter by quarter basis, with one (1) quarter unit earned per internship course. Generally the student must arrange for at least 10 hours a week at the internship site to earn a unit of academic credit. Grading is Pass/Fail. The Board of Psychology will accept up to a maximum of 1500 hours of pre-doctoral supervised clinical experience towards the license. The Psychology Program recognizes the legitimacy of clinical training, supervision, and licensure at the M.A. level. However, the student must earn 90 quarter units for the Ph.D. even if the pre-doctoral internship is waived on the basis of credentials earned prior to entrance into the program.

**ELECTIVES FOR INTEGRAL PSYCHOLOGY EMPHASIS**

**PSY 622 Consciousness Studies II**

An in depth investigation of the nature of transcendent consciousness or super consciousness drawn from spiritual traditions, as well as the practices used in the various traditions to attain these states. (4 units)

**PSY 748 Energy Psychology I: Theoretical Basis and Research**

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

**PSY 749 Energy Psychology II: Clinical Applications**

This course will teach the clinical applications reflected in the modalities used in energy psychology, which incorporate increasing range of techniques from acupuncture, applied kinesiology, sound vibration and pranic healing to eliminate blocks and imbalances in the energy fields of the body which reflect past traumatic events. Successes were initially particularly evident in anxiety disorders, but now include depression addictions and some personality disorders as well as allergies. These modalities appear to assist a number of clients who seem to be unresponsive to conventional therapies. (4 units)

**PSY 750 Body Oriented Psychology and Therapy**

Somatics is the study of the mind body interaction in relation to both mental and physical symptoms and disorders. That the body's functioning is a reflection of our

experience is obvious, yet taking the experience of the body seriously - the somatic viewpoint - is comparatively recent. This course will survey the major topics of somatic psychology through experiential and hands-on exercises, lectures, and dialogues, in order to explore applications in psychotherapy, bodywork, and education. (4 units)

**PSY 751 Psychoacoustics (also LP 553)**

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

**PSY 753 Psychosomatic Disorders and Psychoneuroimmunology**

The somatic evidence of the effect of stress and trauma on bodily organ and system integrity as well as the immune system (psychoneuroimmunology) is examined. The biological bases of behavior are studied along with the history of various theories of holistic medicine. Preventative, diagnostic, and intervention strategies are conceptualized according to the correlation between individual stress tolerance, emotionality, and health. (4 units)

**PSY 756 Hypnotherapy and Guided Imagery**

A review of the experimental research literature on various levels of hypnotic trance induction is undertaken in conjunction with an emphasis on the therapeutic utility of applied hypnosis. Students have the opportunity for supervised psychophysiological research into hypnotic trance phenomena. (4 units)

**.PSY 763 Psychology of Shamanism (also CRP 745)**

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

**PSY 764 Transpersonal Psychology**

Transpersonal psychology is a relatively recent field of psychology, influenced by Maslow's view that psychological health and the values of peak experiences could not account for the other altered states of consciousness experienced by the general population. The studies will include: the problem of the assumptions made in defining the ontology, the "Self", as well as ultimate values, highest potentials, and states of consciousness. Contribution of Eastern philosophies and practices to the development of this field will be examined as well as the topic of altered states of consciousness as opposed to developmental structures of consciousness. (4 units)

**PSY 770 Foundations in Parapsychology**

This course presents a critical review of the experimental literature on the varieties of parapsychological experience. The need for stringently controlled experimental designs for the study of extrasensory perception and various precognitive states is emphasized. (4 units)

**PSY 779 Karma, Reincarnation and Survival of Consciousness (also CRP 729)**

This course is intended to study: 1) Human thought patterns being closely connected to the natural environment, based on the idea of re-death and re-birth, 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)

**PSY 784 Ecopsychology**

Ecopsychology is an emerging field that explores the interrelationship between humans and the natural world. This field seeks to awaken us to the illusion that a 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. Areas of interest to Ecopsychologists include effective environmental education and action, ecotherapy, the promotion of sustainability, the healing and initiatory influences of encounters with wilderness and nearby nature, and the sacred dimensions of human-nature relationships. (4 units)

**PSY 785 Topics of Special Interest**

One or more students can arrange to focus on a specific topic of interest with a faculty member. (1-8 units)

### **POST-DOCTORAL RESEARCH EXPERIENCE TOWARDS PSYCHOLOGY LICENSUR**

The Board of Psychology accepts up to 1500 hours of supervised psychological research conducted at an accredited or approved educational institution offering a Ph.D. Supervised hours for psychological research must be documented in the same manner as supervised clinical work (outlined on p. 55 of 1998 edition of Laws and Regulations Relating to the Practice of Psychology, section 1387, item t). CIHS doctoral level graduates in clinical psychology may apply to the Psychology Program Director for post-doctoral units in psychological research at CIHS. Registration is on a quarterly basis contingent on availability. The weekly post-doctoral commitment is worked out with the Program Director on an individual basis, but an expectation of at least 20 hours per week for each quarter the post-Doctoral student is registered is typical.



### **POST-DOCTORAL RESEARCH COURSES**

PSY 900 A (1 unit or more)

PSY 900 B (1 unit or more)

PSY 900 C (1 unit or more)

PSY 900 D (1 unit or more)

Post-doctoral supervised research. The post-doctoral student works in close association with the Psychology Program Director.





## *General Admission to the Institute*

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

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

### **General Requirements**

To enter any of the programs at the California Institute for Human Science, an applicant must have completed a bachelor's degree in a field of study related to the curricula of one of the Institute's graduate degree programs.

To enter a doctoral program, the applicant must have completed a master's degree or equivalent in an academic area of study appropriate to the Ph.D. degree program to be undertaken.

When deemed necessary, the applicant will be required to take validating examinations or preparatory work.

### **International Students**

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

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

Students whose native language is not English must submit a satisfactory score (550 or more on paper base, 213 or more on computer base) on the Test of English as a Foreign Language (TOEFL). If the student has graduated from a college in the United States, another English-speaking country, or a college where the language of instruction is English, or has completed an intensive English language program and can show proficiency in the language, the TOEFL may be waived. Official transcripts are required for issuance of an I-20. Transcripts from international institutions of higher education may require a credit recommendation by a recognized evaluation service. Applicants are responsible for any required fees for such an evaluation.

### **How to Apply**

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

1. Complete Application for Admission Form and Application Checklist Form (download from [www.cihs.edu](http://www.cihs.edu) or request forms via e-mail or telephone).
2. A current resume.
3. Two letters of recommendation from individuals who are in a position to address your academic and/or professional qualifications (via mail, not e-mail).
4. Arrange for official forms of all undergraduate and graduate transcripts to be sent by mail to the Institute.
5. A written narrative which discusses why you are attracted to the degree program for which you are seeking admission at the Institute. The narrative should address the overall thrust of the program as you see it as well as coursework as depicted in the course descriptions provided on our website(or catalog). Suggested length of narrative: five pages, double-spaced (e-mail or mail).
6. A representative term paper or other sample of written work completed at a University, professional setting, or work setting (e-mail or mail).
7. Non-refundable application fees:
  - a. in-residence degree programs, U.S. citizens and legal  
U.S. residents \$39.
  - b. all online degree program applicants \$39.
  - c. International applicants for in-residence degree programs \$125.

International online students who wish to change their status to in-residence will be charged an additional fee of \$86. (International application in residence fee minus online application fee).

### **Auditing Courses and Application Procedure**

There are two ways of auditing CIHS courses:

**1. Audit for completion certificate.** This audit possibility requires completion of all coursework with a final grade of B or above. An “Audit for Completion Certificate” Registration Form may be obtained from our website at [www.cihs.edu](http://www.cihs.edu) or by contacting the Institute: [admin@cihs.edu](mailto:admin@cihs.edu); (760) 634-1771 x 101. An audit completion certificate may be converted into a letter grade and academic credit following an accepted application into a degree program.

**2. Audit without certificate.** An online course may be audited without undertaking course assignments. In this case no certificate is issued and the audit cannot be subsequently changed into a grade for academic credit. An Audit Registration Form may be obtained as described directly above.

## **Transfer Credits**

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

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

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

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

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

## **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.

### **Non-Discriminatory Policy**

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

### **Family Education Rights and Privacy Act**

The Family Education Rights and Privacy Act of 1974 provides, generally, that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without consent of the student.

Written consent of the student is required before the Institute can release information concerning the student to prospective employers, government agencies, credit bureaus, etc. Students and alumni applying for jobs, credit, etc., can expedite their applications by providing the Institute with written permission to release their records, specifying which records and to whom the release should be made. For further details on and exceptions to the policies affecting disclosure of student records, contact the Administrative Office.



## *Academic Process*

### **Faculty**

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

## Grading System

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

### Grades and Symbols:

	<b>Grade-Point</b>
A - Outstanding performance	4
B - Above average performance	3
C - Average performance	2
D - Below average performance	1
F - Failure	0
P - Pass (does not enter into GPA calculations)	

### Administrative Symbols:

AU - Audit/No Credit

I - Incomplete. If the remaining course requirements are not completed by the end of the subsequent academic quarter, the I is changed to an F.

W - Official withdrawal from course.

## General Course Numbering Code

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

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

## Enrollment

The Enrollment Agreement is processed on a quarterly basis. Enrollment always starts on the first day of scheduled classes.

Enrollment begins only after the applicant has been formally accepted by the Admissions Committee and has paid or made arrangements to pay the fees and tuition.

## Residency Requirements for Online Degree Programs

The M.A. thesis (if required) and Ph.D dissertation must be defended at the Institute in Encinitas, California, U.S.A.

Most coursework for the Institute's doctoral programs may be taken online. The following Life Physics courses may only be taken as residence courses:

**LP 511 Electrophysiology & Biofeedback, LP703 Research with the AMI, LP 704 Biophysical Research on the Meridians and Ki, LP 709 Advanced Biofeedback and Neurofeedback, LP 710 Advanced Meridian Research with the AMI, LP 751 Biophoton Research and LP 758 Cellular Biocommunication.**

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

### **Advisement Process**

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

### **Leave of Absence**

A student may petition for a leave of absence. Circumstances requiring a leave of absence are documented by the student in writing, and then submitted to and evaluated by the student's Program Director. A leave of absence may be granted for a maximum of one year.

### **Administrative Withdrawal**

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

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

### **Academic Progress, Probation & Disqualification**

For purposes of determining a student's ability to remain in the Institute, both quality of performance and progress towards the educational objective will be considered.

A graduate student shall be subject to academic probation if he or she fails to maintain a cumulative grade point average of at least 3.0.

### **Right of Petition**

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

### **Student Grievance Procedure**

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

### **Advancement to Candidacy**

Doctoral programs require the successful completion of a comprehensive written examination prior to the student's advancement to candidacy.

### **Probationary Status**

Probation indicates that a student has one term to complete the necessary requirements specified by her or his Program Director. If satisfactory progress is not achieved by the end of the probationary term, the student is subject to dismissal.

### **Provisional Status**

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

### **Evaluation of Faculty**

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

### **Dissertation and Thesis**

Doctoral degree candidates must submit an acceptable dissertation based on research conducted during her or his study at the Institute. Upon achieving the unanimous approval of the student's dissertation research committee, the student must take an oral examination in defense of their principal research project.

Master's degree students continuing on to the doctoral program may petition to substitute course work credits for the thesis, if required. When the Master's degree requires a thesis, unanimous approval of the supervisor and an oral defense is required.

### **Graduation Requirements**

Graduation requires that a student successfully completes the course of study prescribed by the Institute, meets all financial obligations, and has been recommended for graduation.

### **Graduation Committee**

The Institute's Graduation Committee is comprised of faculty and academic administration, whose responsibilities are to:

Review and evaluate the student's final research project; and

Recommend to the Institute the acceptance of the final project and awarding of the degree.



## *General Information*

### **State Approval**

The California Institute for Human Science has been granted reapproval status as a graduate degree granting institution by the Bureau for Private Post-secondary and Vocational Education in accordance with all regulatory guidelines posited by the California Education Code 94900.

### **Research Affiliations**

California Institute for Human Science maintains reciprocal research programs with:

#### **University of Austria**

School of Agriculture

A-1190 Wien

Peter Jordon-Strasse 82



Vienna, Austria  
c/o Prof. E. Frohmann

**International Institute of Biophysics**

Station Hombroich  
Kapellener Strasse  
D-41472 Neuss, Germany  
c/o Dr. Roeland Van Wijk

**The University of New Mexico**

Health Sciences Center  
School of Medicine  
Department of Pediatrics  
Albuquerque, NM 87131-5311  
c/o Stanley Handmaker, M.D., Ph.D.

Degree candidates at California Institute for Human Science have opportunities for supervised research and graduate study abroad with respect to the student's degree program and thesis/dissertation objectives.

**Quarterly System**

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

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

**Unit of Credit**

A quarter unit of academic credit is defined by the BPPVE in the following manner (Article 1, Section 71000, P.5, California Code of Regulations):

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

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

### **Special Programs**

A function of the California Institute for Human Science is the provision and sponsorship of an ongoing weekend workshop and seminar series. Multi-disciplinary in scope, these specialized programs of instruction provide community education opportunities relative to the educational needs and interests of professionals, students, and the general public. The Institute's workshop and seminar series is carefully planned and executed to reflect the four broad learning and training content areas represented by the Institute's graduate programs and areas of research emphasis in Life Physics, Comparative Religion and Philosophy, and Clinical Psychology, and Human Science.

### **Professional Continuing Education Programs**

The California Institute for Human Science is a State approved continuing education provider for Registered Nurses per the California Board of Registered Nurses. In addition, the Institute is approved by the California Psychological Association Accrediting Agency's Mandatory Continuing Education for Psychologists (MCEP) program for the provision of post-doctoral education and clinical training services required by Licensed Psychologists in California. In this regard, the California Board of Registered Nurses and the MCEP program both require Registered Nurses and Licensed Psychologists to successfully complete a specific number of Continuing Education Units (i.e., C.E.U.'s) annually.

The Institute's responsibility for providing C.E.U. programs of the highest caliber to licensed professionals is fulfilled by the routine development and scheduling of specialized education and training services, designed to meet the needs of licensed professionals with respect to contemporary issues in professional nursing and psychology. Therefore, the Institute's approved C.E.U. programs are typically offered on weekends so as to accommodate the working schedules of professional clinicians.

The special educational programs are organized by CIHS administration and delivered by the Institute's faculty and consultants-many of whom are internationally renowned scholars and practitioners.

In addition to providing post-doctoral specialized educational services that award mandatory C.E.U.'s, the mission of the Institute's special educational services strives to promote and bond the Institute's educational resources with the professional community in Southern California. In so doing, the C.E.U. program, which enhances the content of the Institute's graduate curricula, creates a viable context for CIHS graduate students to interact and network with licensed professionals. This interactive learning context allows the Institute's enrolled graduate students to have ongoing opportunities for professional role modeling, as well as establish contacts with professionals who may eventually play a key role in the students, pre-doctoral clinical internship placement and supervision.

### **Library**

The CIHS library contains approximately 5,000 books and a selection of scholarly journals. The computer terminal in the CIHS library provides Internet access to many sources of information of use to student-scholars. CIHS is well situated geographically for students to take advantage of major institutions in the California State University system (San Diego State University) and the University of California system (University of California, San Diego). These are publicly financed educational institutions, so it is possible for individuals to easily access the library facilities by purchasing a library card at a nominal fee.

### **Licenses and Credentials**

If licensing is the ultimate goal of the student, the Institute encourages the student to check with her or his respective state, school district, and professional associations for specific requirements. The Ph.D. program in Clinical Psychology at the Institute qualifies graduates for the State licensing exam in clinical psychology, assuming all extra-degree requirements are also met (e.g., supervised post-doctoral clinical experience).

### **Catalog Changes**

Because this catalog must be prepared well ahead of the academic year it covers, changes in some programs and rules may occur. The class schedule is the final authority in regard to classes offered and revisions of regulations.

### **Housing**

The California Institute for Human Science does not provide housing or dormitory facilities. Contact the Institute for a list of currently available housing resources.

### **Student Records**

Student's academic records are maintained in a fireproof file for fifty years, as required by the California Education Code.

## **Facilities**

The Institute uses its own classrooms, library and laboratory

## **Safety Compliance and Enrollment Limitation**

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

## **Veteran's Administration (V.A.) Benefits**

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

## **Tuition and Fees**

The types and amounts of tuition and fees charged students are established by the Administrative Committee. The Administration reserves the right to make changes without advance notice whenever conditions make changes necessary and to apply such revision to present and new students alike.

Tuition per unit	\$230*	
Dissertation unit	\$250	
Deferred tuition plan (per unit)	\$6	
Online access fee (one or more online courses per quarter)		\$50
Laboratory fees (for lab courses only)	\$120	
Books and supplies (est. cost per quarter)	\$200-300	
Graduation processing fee	\$200	
Final project: binding fee (each)	\$78	
(One bound final project is required for graduation)		
Student I.D. card	\$10	
Transcript request	\$5	
Rush Transcript	\$14	
Audit fee (per 4-unit course)	\$530	
Audit fee for certificate of completion (per unit)	\$230	

Application for admission (nonrefundable, pro-rated for V.A benefits)		
In-Residence degree program and all online degree program applicants	\$39	
International application for admission (nonrefundable)		\$125
STRF fee for new students (first quarter, California residence only)		\$3.50
Sally Mae Processing Fee (if applicable)	\$75	
Catalog mailed	\$5	

\* \$210 if registration takes place before or during registration week.

**TOTAL PROGRAM COSTS**

M.A. Degree \$10,920\*\*

Ph.D. Degree \$19,380\*\*

\*\* calculated at the discounted rate of \$210/unit, except for dissertation units, for which no discounts apply.

**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 on the first day of the term, 1/3 by the beginning of the fourth week of the term, and 1/3 by the beginning of the eighth week. For the alternate plan there is a \$6 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 payments must be made in accordance with this schedule, despite loan arrangements, funding through employer, etc. A student who has not fulfilled financial obligations will not receive grades or transcripts and will not be allowed to continue in the program or register for subsequent terms.

**Financial Aid**

CIHS is approved to participate in the Sallie Mae student loan program. Sallie Mae offers a variety of loan options to students; including interest only payment plans for the duration of the student's academic program. Application forms are available at the Institute.

**Refund Policy**

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

The student has a right to a full refund of all charges less the amount of \$25.00 per course for the registration fee if she or he cancels this agreement prior to or on the first day of instruction.

If you drop a course before the second meeting of the course, within the first ten percent of instruction, you will receive a full refund less the amount of \$25.00 for that course.

In the case of an intensive course with the first meeting lasting more than ten percent of the course, if you depart during the first ten percent of instructional time (four hours for a four-unit course), you will receive a full refund less the amount of \$25.00. The drop form should be submitted within five business days, and the honor system will be used to determine actual attendance.

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

In addition, the student 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 60% or less of the instruction. Students receiving V.A. benefits will receive a pro-rated refund for any unused portion of a course.

### **Work-Study Tuition Assistance Program**

CIHS has begun a work-study program which allows student to perform administration & other duties to assist with their fee payments. Details of the program can be obtained from administration.

### **Financial Obligations**

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

### **State of California Student Tuition Recovery Fund**

California law requires that, upon enrollment, a fee be assessed in relation to the costs of tuition (Education Code Section 94945).

These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

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

Such records would substantiate a claim for reimbursement from the STRF, which, to be considered, must be filed within 60 days following school closure. For further information or instructions, contact:

Bureau for Private Postsecondary and  
Vocational Education

400 R Street, Suite 5000  
Sacramento, California 95814  
(916) 445-3427



## *Faculty & Staff*

### **Program Directors**

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

Dr. Hiroshi Motoyama, a well-known Japanese scholar, was born in Japan in 1925. Dr. Motoyama graduated from the Tokyo University of Literature and Science with Ph.D. degrees in Philosophy and Physiological Psychology, and 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, an international organization whose members are not only composed of scientists in theses and related fields, but are from diverse professions (1972). For the purpose of specialized research in the field of life physics, the Motoyama Institute for Life Physics was established in 1990. Dr. Motoyama is the author of over 50 books (Japanese and other languages) and numerous monographs and papers, and has traveled widely throughout the world, participating in conferences and workshops, and presenting his work.

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

Universitaria e di Studi Superiori, Accademia Tiberina, Italy in 1977, and 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 as 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, he established 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 4) synthesizing Eastern and Western medicine (energy medicine and health science). 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 – on which will require individuals with mental and spiritual development.

**Elizabeth Newby-Fraser, Ph.D.**

**Director of Psychology Program**

Elizabeth Newby-Fraser obtained a Ph.D. in integral Studies from the University of Humanistic Studies California, specializing in Health Psychology. She has undertaken research in the areas of cancer, diabetes and stress in conjunction with the Medical Research Institute at the Natal Medical School in South Africa and has conducted numerous workshops among health professionals. Dr. Newby-Fraser has over twenty years of lecturing experience in both academic and applied aspects of psychology specializing in the field of stress originally in South Africa and more recently in the United States.

**Gaetan Chevalier, Ph.D.**

**Director of Human Science Program**

Dr. Chevalier received his Ph.D. in Engineering Physics at the University of Montreal, Polytechnic School, where he worked on the first measurements of the nuclear magnetic dipole and quadrupole moments of the <sup>91</sup>Zr isotope. He then became a Post-doctoral Scholar at the "Institut



National de la Recherche Scientifique" (National Scientific Research Institute) in Varennes (near Montreal) Canada where he developed carbon probes to measure neutral particle flux on the inner walls of the "Tokamac de Varennes". He then went to UCLA where he first worked as a Post-doctoral Scholar in the PISCES group of the M.A.N.E. (Mechanical, Aerospace, and Nuclear Engineering) Department. Later he became staff at the Low Energy Plasma Group of the Electrical Engineering Department. Dr. Chevalier has been full time staff at the California Institute for Human Science since 1993. He is currently resident faculty and Director of Research.

## **Resident Faculty**

### **Dr. Cleve Backster**

D.Sc., Complementary Medicine, 1996, Medicina Alternativa

U.S. Navy Commission, 1945, Northwestern University

U.S. Navy V-12 Program, 1943, Middlebury College

### **Dr. Pat Boni**

Ph.D., Religion & Literature, 1882, Temple University

M.A., Religion & Literature, 1976, Temple University

B.A., English, 1971, Temple University

### **Dr. Thomas G. Brophy**

Ph.D., Physics, 1989, University of Colorado, Boulder

M.S., Physics, 1985, University of Colorado, Boulder

B.A., Physics, 1982, The Colorado College

### **Dr. Mary D. Clark**

Ph.D., Psychology, 1969, Arizona State University

M.A., Education, 1967, Arizona State University

B.S., Psychology, 1965, Brigham Young University

### **Dr. Joyce Dennison**

Ph.D., Counseling/Clinical Psychology, 1982, Western Graduate School

M.A., Counseling/Clinical Psychology, 1979, Western Graduate School

B.A., Sociology/Spanish, 1973, Pepperdine University

**Dr. Sarah Dubin-Vaughn**

Ph.D., Transformational Psychology, 1986, International College

M.A., American Literature, 1973, San Diego State University

Advanced Graduate Training, Philosophy, 1972, New School of Social Research

B.A., English, 1965, San Diego State University

**Dr. Masa A. Goetz**

Ph.D., Clinical Psychology, 1987, Professional School of Psychological Studies

M.A., Marriage, Family, Child Counseling, 1985, University of Humanistic Studies

B.A., Sociology, 1950, American International College

**Dr. Richard M. Gold**

Ph.D., Psychology, 1983, University of Humanistic Studies

M.S., Acupuncture and Oriental Medicine, 1978, New England Graduate School of Acupuncture

B.A., Religious Studies, 1972, Oberlin College

**Dr. Willard L. Johnson**

Ph.D., Indian Languages and Literature, 1972, University of Wisconsin

M.A., Indian Studies, 1966, University of Wisconsin

M.A., Philosophy of Religion, 1963, Oberlin College

B.A., History and Philosophy, 1961, Oberlin College

**Dr. Boris Kazak**

Ph.D., Technical Sciences, 1967, USSR Academy of Science

M.A., Physics, 1960, Moscow Physico-Technical Institute

**Dr. Everts G. Loomis**

M.D., 1936, Cornell University

B.S., Biology, 1932, Haverford College

**Dr. Mark McDonough**

Ph.D., Clinical Psychology, 1992, California School of Professional Psychology

Postdoctoral Fellow in Neuropsychology, Vanderbilt University Medical Center

M.A., Clinical Psychology, 1985, Loyola College

B.A., Sociology/Psychology, 1976, Lynchburg College

**Brian Bender, L.Ac.**

M.S., Traditional Oriental Medicine, 1996, Pacific College of Oriental Medicine

M.S., Business Administration, 1984, McLaren College of Business Administration

B.S., Education/Math, 1975, University of Colorado

**Dr. Indira R. Pottathil**

Ph.D., Applied Biology, University of Bombay

M.Sc., Cell Biology, University of Jabalpur

B.Sc., Biology, University of Jabalpur

**Dr. Romeo A. Quini**

M.D., General Medicine, 1956, University of St. Thomas

B.A., Biology, 1951, Letran College

**Dr. Arthur E. Rosengarten**

Ph.D., Clinical Psychology, 1985, California Institute of Integral Studies

M.A., Marriage & Family Counseling, 1978, California Institute of Integral Studies

B.A., English Literature and English Composition, 1974, Beloit College

**Dr. Thomas G. Stanaland**

Ph.D., Human Science, 1998, California Institute for Human Science

M.A., Psychology, 1993, La Jolla University

B.A., Human Behavior, 1990, La Jolla University

**Dr. Vincentia S. Schroeter**

Ph.D., Psychology, 1999, Summit University

M.A., Clinical Psychology, 1975, University of San Francisco

B.A., Psychology, 1973, San Francisco State University

**Dr. Darren Testani**

Ph.D., Clinical Psychology, 1998, California Institute for Human Science

M.A., Expressive Therapies, 1990, Lesley College Graduate School

B.A., Psychology, 1988, Eastern Connecticut State University

**Dr. Barbara A. Thomson**

Ph.D., Psychology, 1989, Professional School of Psychological Studies

M.A., Psychology, Professional School of Psychological Studies

B.A., Speech/Language Pathology, Western Washington State University

**Dr. Eugene R. Wallace**

Ph.D., Human Science, 1999, California Institute for Human Science

M.A., Psychology, 1994, The University for Humanistic Studies

B.S., Industrial Management, 1970, West Virginia Institute of Technology

**Dr. Marcy A. Witkin-Lupo**

Ph.D., Psychology, 1995, Newport University

M.A., Community Mental Health Counseling, 1992, University of Central Florida

B.S., Elementary Education, 1987, Texas Tech University

**Dr. Dominic A. Cappadona**

Ph.D., Transpersonal Psychology, 1976, Saybrook Institute

M.S., Counseling and Guidance, 1970, San Diego State University, California

B.A., Human Development, 1964 San Diego State University

## **Adjunct Faculty**

**Dr. Takeshi Aoi**

Ph.D., Molecular Biology, 1969, Keio University School of Medicine

M.D., 1964, Nihon University School of Medicine

**Dr. Steven K. H. Aung**

Ph.D., Alternative Medicine, 1985, Medicina Alternativa International

D.Sc., Acupuncture, 1984, Medicina Alternativa International

M.D., 1980, Memorial University of New Foundland

O.M.D., Traditional Chinese Medicine, 1970, Institute of Traditional Chinese Medicine

B.S., 1969, Memorial University of New Foundland

**Dr. Alexander Dubrov**

D.Sc., Botany, 1980, Georgian Academy of Science

Ph.D., Plant Physiology, 1960, USSR Academy of Science

M.S., Photobiology, 1958, USSR Academy of Science

B.S., Plant Biology, 1949, Moscow Academy of Agriculture

**Dr. Harry T. Hunt**

Ph.D., Psychology, 1971, Brandeis University

B.A., Social Relations, 1965, Harvard University

**Dr. Julian N. Jessel-Kenyon**

M.D., 1970, Liverpool University Medical School

B.S., 1964, Lancaster Royal Grammar School

**Dr. Stanley Krippner**

Ph.D., Psychology, 1961, Northwestern University

M.A., Psychology, 1957, Northwestern University

B.S., Psychology, 1954, University of Wisconsin

**Dr. Shigenori Nagatomo**

Ph.D., Philosophy, 1985, University of Hawaii

M.A., Philosophy, 1978, University of Hawaii

B.A., Philosophy, 1973, Central College

**Dr. K. Ramakrishna Rao**

D.Litt., Psychology, 1976, Andhra University

Ph.D., Philosophy, 1962 Andhra University

M.A., Psychology, 1958, University of Chicago

B.A., Psychology, 1955, Andhra University

**Dr. Beverly Rubik**

Ph.D., Biophysics, 1979, University of California, Berkeley

B.S., Chemistry, 1972, Illinois Institute of Technology

**Dr. Shuichi Takahashi**

Ph.D., Pharmacology, 1975, Tokyo University

B.S., Biology, 1959, Nihon University

**Dr. Osamu Ichikawa**

Ph.D., Philosophy 1993 Southern California Institute

M.A., Philosophy 1975 Gakushuuin University

B.A., Philosophy 1973 Gakushuuin University

**Dr. Roeland Van Wijk**

Ph.D., Cell Biology, 1968, University of Utrecht

B.S., Biology, 1964, University of Utrecht

## **Consultants**

**Carol A. Aronoff, Ph.D.**

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**Hoang van Duc, M.D., D.Sc.**

LAC-USC Medical Center  
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**Mark J. Friedman, Ph.D.**

Mathematical Science Department, University of Alabama  
Huntsville, AL 35899

**Valerie V. Hunt, Ed.D.**

Bioenergy Fields Foundation  
P.O. Box 4234, Malibu, CA 90265

**L. Dee Jacobsen, Ph.D., ABCN**

Clinical Neuropsychology, Division of Neurology, Scripps Clinic  
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**Michio Kushi**

Director, Kushi Institute  
62 Buckminster Road, Brookline, MA 02146

**Fay Loomis, M.S.**

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28195 Fairview Avenue, Hemet, CA 92544

**James Mattioda, D.Hom.**

7540 Fay Ave., La Jolla, CA 92037

**Kaoru Motoyama, Hon. Ph.D.**

California Institute for Human Science  
701 Garden View Court, Encinitas, CA 92024

**Donald E. O'Hair, Ph.D.**

Director, Discrete Data Systems of La Jolla  
Clinical Director, Center for Clinical Research  
4094 Fourth Avenue, San Diego, CA 92103

**Glenn A. Olds, Ph.D.**

Instructor of Human Science

Commissioner, Dept. of Commerce and Economic Development

230 South Franklin Street, #808, Juneau, AK 99801

**Victor Penzer, M.D., D.M.D.**

Energy Medicine Education and Research Foundation

197 Grant Avenue, Newton, MA 02159

**Matthew A. Ritter, Ph.D**

San Diego, CA

**Philip Singer, Ph.D.**

Professor of Sciences and Anthropology

School of Health Science, Oakland University

Rochester, MI 48309-4401

**William A. Tiller, Ph.D.**

Professor Emeritus, Dept. of Material Science and Engineering

Stanford University, Stanford, CA 94305-2205

**Judyth O. Weaver, Ph.D.**

California Institute of Integral Studies

765 Ashbury Street San Francisco, CA 94117

## **Administration**

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

Chief Executive Officer / President

**Masatsune Sato, C.P.A., Hon. Ph.D.**

Chief Financial Officer / Vice-President

**Elizabeth Newby-Fraser, Ph.D.**

Acting Dean of Academic Affairs



Director of School of Psychology

**Gaetan Chevalier, Ph.D.**

Director of Research

Director of School of Human Science

**John Claude Ayoub, Ph.D.**

Dean of Administration

**Kaoru Motoyama, Hon. Ph.D.**

Editing Director

**Junji Ikehara, M.A.**

Associate Dean of Administration / Financial Controller

**Rita Desai, M.A.**

Manager of Student Records

**Tamiko Voros**

Administrative Assistant



Mr. Ikehara



Mrs. Desai



Ms. Voros

## Admissions Schedule for Fall 2003 - Summer 2004

	Fall Quarter 2003	Winter Quarter 2004	Spring Quarter 2004	Summer Quarter 2004
Dead line for Filing (M.A.) Application Materials	Sep.12 (Fri)	Dec.15 (Mon)	March 12 (Fri)	June 18 (Fri)
Dead line for Filing (Ph.D.) Application Materials	Sep.12 (Fri)	Dec.15 (Mon)	March 12 (Fri)	June 18 (Fri)
Registration Week	Sep.8 (Mon) thru Sep.12 (Fri)	Dec.1 (Mon) thru Dec.5 (Fri)	March 8 (Mon) thru March 12 (Fri)	May 31 (Mon) thru June 4 (Fri)
Quarter / Instruction Begins	Sep.29 (Mon)	Jan.5, 2004 (Mon)	March 29 (Mon)	July 6 (Tue)
Add / Changes	Sept.29 (Mon) thru Oct.3 (Fri)	Jan.5 (Mon), 2004 thru Jan.9, 2004 (Fri)	March 29 (Mon) thru April 2 (Fri)	July 6 (Tue) thru July 9 (Fri)
Last Day to Drop / Withdraw and Receive Partial Refund (except V.A.)	Nov.8 (Sat)	Feb.14 (Sat)	May 8 (Sat)	Aug 14 (Sat)
Last Day to Drop or Final Grade Will be Assigned	Nov. 29 (Sat)	March 6 (Sat)	May 29 (Sat)	Sep. 4 (Sat)
Instruction Ends	Dec.6 (Sat)	March 13 (Sat)	June 5 (Sat)	Sep. 11 (Sat)
Exam Week	Dec. 8 (Mon) thru Dec.12 (Fri)	March 15 (Mon) thru March 19 (Fri)	June 7 (Mon) thru June 11 (Fri)	Sep.13 (Mon) thru Sep.17 (Fri)
Quarter Ends	Dec. 13 (Sat)	March 20 (Sat)	June 12 (Sat)	Sep.18 (Sat)
Quarter Breaks	Dec.15 (Mon) thru Jan. 2 (Fri) 2004	March 22 (Mon) thru March 26 (Fri)	June 14 (Mon) thru July 2 (Fri)	Sep. 20 (Mon) thru Sep. 24 (Fri)
Graduation				Sep. 18 (Sat)

### CIHS Holidays

Columbus Day: Monday, 10/13/03

Thanksgiving Day: 11/27/03 and 11/28/03

Christmas/New Year: 12/25/03 - 1/1/04

MLK, Jr. Birthday: Monday,1/19/04

President's Day: Monday, 2/16/04

Memorial Day: Monday, 5/31/04

Independence Day:7/4/04 - 7/5/04

Labor Day: Monday, 9/6/04