CIHS Course Syllabus

Course Name:

Course Codes:

Course Description: [a paragraph is appropriate]

Course Start Date:

Course End Date:

Modality: [e.g., online, hybrid, on-campus]

Meeting Time:

> [Note any in-person meeting dates for an online course]

Instructor Name:

How to contact instructor:

Instructor Bio: [a paragraph is appropriate]

Instructor Availability:

Technical Support:

Hideki Baba will be happy to help if you are experiencing difficulties with Moodle. Hideki_Baba@cihs.edu or 760-634-1771 x ?

If you are having a specific issue you can often Google the question, and the answer will come up from the Internet. Many problems can be resolved by reviewing the Moodle guidelines provided to faculty.

Course Policies:

Late Assignment Policy:

Late Assignment Grading:

APA Requirement:

All written work (with few exceptions, i.e., lab reports) should be formatted as per APA 7th edition guidelines. See www.apastyle.org

All documents are to be typed, proofed for grammar and spelling errors, Times New Roman 12 pt. font, double-spaced, and prepared in the APA format. Required page or word length does not include the cover page or reference page; thus, a minimum three-page paper would be a total of five pages including the cover page and reference page.

Note from CIHS:

If a student chooses to go outside of the assignment guidelines, he/she may receive a marked grade reduction and/or no credit for the assignment. Part of the task of becoming an academically proficient reader and writer is to condense and refine your arguments. **Thus, if your instructor states that your assignment is 8-10 pages, you must make your assignment 8-10 pages, not 15.** The task as a student is to rework your research to ensure your paper is within the guidelines of the assignment.

*** All papers must be APA formatted with a proper title and reference page. <u>Abstracts not necessary unless otherwise indicated.</u>

Plagiarism:

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

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

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

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

<u>Useful Strategies to Avoid Plagiarizing Another Person's Work:</u>
If words, sentences, phrases, and the like are copied from a text, put what is copied in quotation marks. This is especially important when taking notes.

When paraphrasing, do not just rearrange or change a few words. A useful technique is:
1. Read the area to be paraphrased carefully;

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

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

Special Needs and Accommodations:

If you have special needs (such as a learning disability), please discuss this with the instructor early in the term so that proper accommodations can be made.

Feedback:

I will provide written feedback on assignments and other measures of proficiency within one week of submission.

Course Texts and Materials:

[Please use strict APA format. Also, please be aware of the following concerns expressed in the past year by students: texts should be relevant and appropriate to the course; texts should be used in the course and for more than just a minor part of the course; texts should be reasonably priced (We recommend no more than $150 per course); and texts should belong to the student once purchased. All texts should be submitted to Hideki Baba for posting on registration materials at least two weeks before the start of the course.]

Recommended Reading:

Course Learning Outcomes:

[Course Learning Outcomes (CLOs) should be prefaced with the statement "By the end of this course, students will be able to:" You should include at least 4 CLOs and, though this can be flexible, no more than 8. Each CLO, too, should reference the Program Learning Outcome (PLO) or Program Learning Outcomes (PLOs) to which it is linked. Also, each PLO should make use of strong action verbs – e.g., as set out in Bloom's taxonomy: Remember (describe, relate, tell); Understand (discuss, explain); Apply (use, illustrate, solve, demonstrate); Analyze (identify, compare, explain, categorize); Evaluate (decide, prioritize, rate, justify, assess); Create (imagine, design, plan, envision). The higher-order skills – Apply, Analyze, Evaluate, Create – are more appropriate than the lower-order skills – Remember, Understand – to a graduate-level course. A few examples:

By the end of this course students will be able to:

Demonstrate the ability to use multiple approaches to achieve higher levels of consciousness (links to PLO #_____).

Compare various philosophies related to superconsciousness (relates to PLO #_____).

Design an effective workshop that focuses on higher states of consciousness (relates to PLO #_____).

In addition, you are encouraged to link your course's specific assignments to your CLOs in the section below entitled "Overview of Course."]

Scope of Course:

Teaching Philosophy:

Grading Scale:

Points: [as used in grade determination]

Course Requirements:

Formative and Summative Assessment:

[Faculty should address here how they will assess students in the course. Formative assessment is often conceived as how students are assessed during a course – e.g., quizzes, discusses, participation), whereas summative assessment is often conceived as how students are assessed at the end of a course – e.g., final exam, final course paper. Formative assessment focuses on what students are learning as the course unfolds or evolves; summative assessment focuses on what students have learned from the course as a whole. Besides your discussion here, please also attach at the end of the syllabus any rubrics you use for either formative or summative assessment. For additional information on the two kinds of assessment see cmu.edu/teaching/assessment/basics/formative-summative.html or edglossary.org/summative-assessment/ . An example of a chart that addresses a hypothetical course's assessment is as follows:

TYPE OF ASSESSMENT	ALIGNMENT WITH CLO	FORMATIVE OR SUMMATIVE
Weekly quizzes	CLO #	Formative
Self-reflection exercises	CLO # __	Formative
Final paper	CLO #	Summative
Final project	CLO #	Summative

]

Practical/Application-Based Components of the Course:

[Faculty should address here how they are including practical/application-based components to the course that give students the opportunity to practice/apply what they are learning and, given contemporary learning theory, learn more effectively as a result. This could include specific assignments, activities, projects, or other strategies].

Differentiating Master-Level Expectations and Performance from Doctoral-Level Expectations and Performance:

[Faculty should address here how they will differentiate expectations and performance for students at the two levels. Detail is encouraged]

Overview of Course:

ASSIGNMENTS	Points
Week One **Insert Date for each week** Participation Readings Discussion Assignment/Test Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Two **Insert Date for each week** Participation Readings Discussion Assignment/Test	

Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Three **Insert Date for each week** Participation Readings Discussion Assignment/Test Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Four **Insert Date for each week** Participation Readings Discussion Assignment/Test Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Five **Insert Date for each week** Participation Readings Discussion Assignment/Test	

Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Six **Insert Date for each week** Participation Readings Discussion Assignment/Test Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Seven **Insert Date for each week** Participation Readings Discussion Assignment/Test Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Eight **Insert date for each week** Participation Readings Discussion Assignment/Test	

Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Nine　　　**Insert Date for each week** Participation Readings Discussion Assignment/Test Other (e.g., field experiences, individual or team projects, creative activities, …)	
Week Ten　　　**Insert Date for each week** Participation Readings Discussion Assignment/Test Other (e.g., field experiences, individual or team projects, creative activities, …)	
Total of All Assignments	**100**

Final Paper Assignment Guidelines: [Include all necessary information students will

need – e.g., number of pages, minimum number of references, and special

formatting notes,…]

[Please see the Mandatory Faculty Requirements document too as you build your

syllabus].

ATTACHMENT:
CIHS Mission/Principles, ILOs, and PLOs

By engaging with our regional accreditor WSCUC, CIHS is called upon as an institution to commit to three Core Commitments.

- Core Commitment to Student Learning and Success
- Core Commitment to Quality and Improvement
- Core Commitment to Institutional Integrity, Quality and Sustainability

Foundational to those Core Commitments and meeting the WSCUC four Standards for Accreditation, is defining, aligning, and assessing learning outcomes at all levels of the institution.

This document reviews CIHS' guiding mission and principles, links them to Institutional Learning Outcomes (ILOs) and maps the ILOs to Program Learning Outcomes (PLOs). Courses and co-curricular activities are guided by, and serve to advance, these Principles, ILOs, and PLOs.

In July of 2018, WSCUC granted CIHS the status of Candidate for Accreditation. (See wscuc.org) CIHS met the four Standards for Accreditation, which are composed of 38 Criteria For Review (CFRs), as a whole at the level of Candidate status. Some of the CFRs were granted the level of Initial Accreditation status. One of the Accredited CFRs was 1.1 Institutional Purposes. Here, excerpted from CIHS' February 2018 report to WASC, is the CFR and CIHS' response, now with recently developed linking of the Mission/Principles, ILOs, and PLOs, with links set out in **blue**.

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.
The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Institutional Purposes CFR 1.1
CFR 1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.
Guideline: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.

Institutional Response:

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

CIHS Mission and Principles (CIHS Catalog, pg. II; on website, and on campus on front wall in Administration foyer).

➢ To Promote a Society which Enhances the Integration of Science and Religion. **[ILO1,5]**
➢ To Understand Human Existence from the Total Perspective of Body, Mind and Spirit. **[ILO1,2,4,5]**
➢ To Establish Guiding Principles for the Citizens of the Global Society. **[ILO2,4]**
➢ To Establish Energy Medicine, which will Prevent Diseases and Promote Health. **[ILO3]**
➢ 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. **[ILO2,4]**
➢ To Systematize Scientific and Objective Meditational Practices, which will Promote Spiritual Growth. **[ILO2,3]**
➢ To Establish a Society which Satisfies both the Individuality (Freedom and Rights) and Sociality (Morality and Coexistence) of Human Existence. **[ILO2]**
➢ To Establish a Creative Science which Researches the Mind and Soul as well as Matter. **[ILO1,4,5]**

The Founder's Principles guide the integral academic mission of the Institute. They are meant to be transconventional and transdisciplinary, in the sense that CIHS' academic programs are fully conversant with traditional academic areas and disciplines, but also integrative and inclusive of multiple perspectives and transcendental themes. Motoyama's principles can correlate generally with elements common to the leading paradigms of Integral Theory, as outlined by Zachary Stein.

Institutional Learning Outcomes

Following from the mission and principles, CIHS' five Institutional Learning Outcomes (ILOs) guide the development of all educational activities at CIHS.
[Revisions 12/4/2019]

The graduate of CIHS will be empowered to:
ILO 1: Express a holistic view of the complementarity of scientific, spiritual and inter-religious perspectives.

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

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

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

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

Program Learning Outcomes

The Institutional Learning Outcomes (ILOs) are linked to Program Learning Outcomes (PLOs). Courses within each program design Course Learning Outcomes (CLOs) and deliverables and activities that can assess achievement of the CLOs and, through the links, the ILOs and ultimately the Mission/Principles.

Integral Health Programs:

Following are the PLOs for the Integral Health programs, with the ILOs that the PLOs serve to measure [marked blue].

[Revisions 12/12/2019]
Integral Health Masters PLOs. Graduates of CIHS Integral Health Masters program will be able to:

PLO 1: *Synthesize diverse studies in the human sciences and articulate their transdisciplinary nature, including psychology, integral health, philosophy of science, and reality theory. [ILO1,5]*

PLO 2: *Demonstrate empathic and formal communication informed by an integrated view of human interaction, scholarly sources, and qualitative and quantitative research.* *[ILO2,5]*

PLO 3: *Construct philosophical and scientific paradigms that advance systematic approaches to wellbeing.* *[ILO3]*

PLO 4: *Critically evaluate and solve problems in the human sciences in an integrally informed manner.* *[ILO4]*

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

PLO 1: *Synthesize and formulate, in meta-systematic manner, diverse studies in the human sciences and articulate their interdisciplinary and transdisciplinary nature, including psychology, integral health, philosophy of science, and reality theory.* *[ILO1,5]*

PLO 2: *Demonstrate empathic and formal communication informed by meta-systematically integrated views of human interaction, scholarly sources, advanced qualitative and quantitative research and original contributions.* *[ILO2,5]*

PLO 3: *Construct meta-systematic philosophical and scientific paradigms that advance global-holistic approaches to wellbeing.* *[ILO3]*

PLO 4: *Identify, appraise and design novel problems in the human sciences, and solve them as an original contribution to the field.* *[ILO4]*

Psychology Programs:
Following are the PLOs for the Psychology programs, with the ILOs that the PLOs serve to measure [marked blue].

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

PLO 1: *Understand people as ever evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit.* *[ILO1,2]*

PLO 2: *Apply transdisciplinary research, theory and praxis for effective counseling and communication in both traditional and non-traditional settings.* *[ILO3]*

PLO 3: *Explain and use holistic thought, that includes consciousness and spirituality.* *[ILO4,5]*

PLO 4: *Describe the theory and application of a broad spectrum of healing modalities, to include both traditional and non-traditional approaches.* *[ILO3,5]*

PLO 5: *Discuss a personal framework for the 'self-as-healer,' underscored by the notion that personal healing and ongoing self-development is positively correlated with professional aptitude [ILO1,2].*

[Revisions 12/6/2019]
Psychology PhD PLOs. Graduates of CIHS Psychology PhD program will be able to:

PLO 1: *Examine people as ever evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit. [ILO1,2]*

PLO 2: *Apply transdisciplinary research, theory and praxis for effective counseling and communication in both traditional and non-traditional settings. [ILO3]*

PLO 3: *Construct a synthesis of holistic thought, that includes consciousness and spirituality. [ILO4,5]*

PLO 4: *Explore and advance the theory and application of a broad spectrum of healing modalities, to include both traditional and non-traditional approaches. [ILO3,5]*

PLO 5: *Develop a personal framework for the 'self-as-healer,' underscored by the notion that personal healing and ongoing self-development is positively correlated with professional aptitude [ILO1,2].*

Comparative Religion and Philosophy Programs:
Following are the PLOs for the Comparative Religion and Philosophy programs, with the ILOs that the PLOs serve to measure [marked blue].

[Revisions 12/12/2019]
Comparative Religion and Philosophy Masters PLOs. Graduates of CIHS CRP Masters program will be able to:

PLO 1: *Explain multiple religious traditions and cultures in their specific historical, philosophical, psychological, ethical and cultural contexts. Sources may include texts, practices, beliefs and material culture. [ILO 1, 4, 5]*

PLO 2: *Apply equitable practices of dialogue, learning, and research that respect the sacred wisdom of each religion, spiritual expression and indigenous tradition. Within this process, it is expected that students engage in critical self-reflection about one's own culture-bound perceptions, assumptions, and experiences, including the effects of privilege and oppression. [ILO 2, 3]*

PLO 3: *Apply research methods appropriate to the field of comparative religion. [ILO 1, 3]*

PLO 4: *Understand the correlations between spirituality and both mental and physical wellness, and the way that spirituality intersects with integral health and psychology to create existential coherence. [ILO 1, 2, 4]*

PLO 5: *Understand "religion" and "spirituality" in the context of our existence within a contemporary global society, consider the challenges posed in developing a global ethic and a pluralistic society, and describe potential resolutions of these challenges through compassionate social engagement. [ILO 1, 2, 3]*

Comparative Religion and Philosophy PhD PLOs. Graduates of CIHS CRP PhD program will be able to:

PLO 1: *Evaluate multiple religious traditions and cultures in their specific historical, philosophical, psychological, ethical and cultural contexts. Sources may include texts, practices, beliefs and material culture. [ILO 1, 4, 5]*

PLO 2: *Apply and critique equitable practices of dialogue, learning, and research that respect the sacred wisdom of each religion, spiritual expression and indigenous tradition. Within this process, it is expected that students engage in critical self-reflection about one's own culture-bound perceptions, assumptions, and experiences, including the effects of privilege and oppression. [ILO 2, 3]*

PLO 3: *Investigate and apply research methods appropriate to the field of comparative religion. [ILO 1, 3]*

PLO 4: *Analyze and evaluate the correlations between spirituality and both mental and physical wellness, and the way that spirituality intersects with integral health and psychology to create existential coherence. [ILO 1, 2, 4]*

PLO 5: *Examine "religion" and "spirituality" in the context of our existence within a contemporary global society, evaluate the challenges posed in developing a global ethic and a pluralistic society, and formulate potential resolutions of these challenges through compassionate social engagement. [ILO 1, 2, 3]*