

# California Institute for Human Science Student Handbook

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# I. INTRODUCTION

## 1.1 Message from the Founder

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

Subtle energy exists as a mediating point that integrates science and spirituality. In 1989, an academic association for the study of subtle energy was established in America, for which I served as one of the cooperating members during the incipient stage of its organization. There are two kinds of subtle energy: one that is physical in nature (i.e., *ki*-energy), and the other that is non-physical and spiritual in nature, which is not delimited by spatial and temporal determination.

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

Currently, CIHS is conducting research on *ki*-energy employing a measuring device called AMI (an apparatus for measuring the function of meridians and their corresponding internal organs) that I invented. This device measures *ki*-energy, and currently continues to be used for university research.

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

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

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

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

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

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

## **1.2 CIHS Mission and Principles**

- To Promote a Society that 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 that Satisfies both the Individuality (Freedom and Rights) and Sociality (Morality and Coexistence) of Human Existence
- To Establish a Creative Science which Researches the Mind and Soul as well as Matter

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

## **1.3 Institute Objectives**

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

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

- To maintain high standards through comprehensive professional development programs;
- To promote involvement and participation in the Institute’s active student and research community.
- To promote a higher learning community that is inclusive of all race, color, national or ethnic origin, sex (gender, gender identity, gender expression, transgender), sexual orientation, age, disability, religion, veteran status, or marital status for the betterment and elevation of societies both local and worldwide.

## 1.4 Diversity Statement

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

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

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

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

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



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

### **Statement of Commitment to Diversity:**

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

Specifically, CIHS is committed to:

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

## **1.5 Accreditation & Approvals**

CIHS is a non-profit institution of higher education approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations.

CIHS is regionally accredited by the Western Association of Schools and Colleges, Senior Colleges and Universities Commission (WSCUC).

CIHS is in partnership with the Soul of Yoga (SOY) to offer International Association of Yoga Therapists (IAYT) credential eligibility to MA in Integral Health-Yoga Therapy Concentration Program graduates.

CIHS is approved by the U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program (SEVP) to issue Form I-20 for F-1 student visas.

## **1.6 Handbook Changes**

The Institute reserves the right to amend, modify, or revise this Handbook at any time without notice.

## **II. GENERAL INFORMATION**

### **2.1 Non-Discrimination Statement**

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

### **2.2 Harassment/Sexual Misconduct/Discrimination/Retaliation Prevention Policy**

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

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

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

#### **A. Definitions of Key Terms**

##### **1. Protected Classifications**

This Policy prohibits harassment or discrimination because of an individual's protected classification(s). A "protected classification" includes race, color, religion (including religious beliefs, observance or practice, including religious dress or grooming practices), sex (including gender, gender identity, gender expression, transgender, pregnancy, childbirth, or related medical conditions), sexual orientation (including heterosexuality, homosexuality, and bisexuality), national origin, ancestry, citizenship status, military and veteran status, marital status, age, medical condition, genetic characteristics or information, and physical or mental disability.

## 2. Discrimination

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

## 3. Harassment

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

## 4. Sexual Harassment

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

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

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

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

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

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

## 5. Sexual Misconduct

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

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

- Recording or distributing private acts or images

For further definitions, see Section K of this Policy.

## 6. Retaliation

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

## **B. Reporting Obligations**

With one exception, CIHS requires all employees (staff, student employees and administrators) to report any discrimination, harassment, sexual misconduct or retaliation that they witness or have a reasonable basis to suspect. This reporting obligation also applies to CIHS contractors, such as faculty or volunteers who are responsible for the welfare of students. The one exception to CIHS’ employee obligation to report is when licensed counselors/psychologists learn of the alleged policy violation during consultations with patients when there is an expectation of confidentiality. Professionals in this category can maintain confidentiality and will only report if the person who seeks their assistance requests that a report be made or if the employee has a professional or legal obligation to do so.

## **C. Complaint Procedures**

### 1. Making a Report

A student, unpaid intern, applicant, employee, contractor or volunteer who experiences or witnesses conduct that is prohibited under this Policy should be reported immediately as outlined below, so the complaint can be addressed in a timely manner.

### 2. Oral or Written Complaint

Any student who believes this Policy has been violated may report the complaint orally or in writing to an administrator, faculty member or any other staff member or employee of CIHS with whom the student feels comfortable, who in turn must report the complaint to the Dean for Student Success or designee. Since failure to report harassment, discrimination, retaliation or sexual misconduct may impede CIHS’ ability to stop the behavior, CIHS strongly encourages anyone who believes they are being harassed, discriminated, retaliated against or subject to sexual misconduct, to report the complaint. It is helpful, but not required, for reports to be made in writing. Written reports should contain the name(s) of the reporter, the Complainant, and the Respondent, a concise statement of the prohibited conduct, a detailed statement of the facts supporting the report, and the names of any witness(es). No matter who is reporting, prompt

reporting is crucial. While all complaints are taken seriously and will be investigated promptly, delay in making a complaint may impede CIHS' ability to investigate and remediate.

### 3. Communicating that the Conduct is Unwelcome

CIHS further encourages students to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive in poor taste or inappropriate.

### 4. Reporting to Law Enforcement

Some behaviors that violate CIHS' Policy may also be criminal. A report to CIHS is not the same as a complaint to a law enforcement agency. CIHS can assist individuals in making contact with appropriate law enforcement agencies should there be a desire to file a criminal complaint. Individuals also are free to contact outside law enforcement agencies directly.

## **D. If You are the Victim of a Sexual Assault**

Anyone who has been the victim of a sexual assault should immediately seek help:

- Call 911 to report the crime to the police and tell them you need help. If you would feel more comfortable discussing the attack with a female officer, you can request one be sent. The police will accommodate your request if possible.
- Get emergency medical treatment. Have the police take you to the hospital or meet them there. It is very important that you get immediate medical care. Do not wash, douche, change clothes, or otherwise destroy evidence. The doctor or police may need to photograph your injuries for evidence. You have the right to have a person of your choice with you during the medical examination.
- Report the incident to Dean for Student Success at 760-634-1771. The Dean is available to assist anyone who is the victim of a sexual assault in reporting the attack to the police department and can intervene in an emergency, assess needs, provide direct support, and refer the victim to other campus and community resources.

## **E. CIHS' Response to Complaints**

After receiving an oral report or written complaint alleging discrimination, harassment, sexual misconduct or retaliation, Dean for Student Success or designee may request clarification to determine whether the oral report or written complaint alleges a potential violation of this Policy. To request clarification, Dean for Student Success or designee may meet with the individual(s) who made the oral report or written complaint and/or that was allegedly subjected to conduct that violates this Policy.

### 1. Interim Measures

After a report or complaint alleging conduct in violation of this Policy is received, CIHS will impose reasonable interim measures if based on the judgment of CIHS, such measures can eliminate potentially hostile or offensive environments and protect Complainants or others in the CIHS community. These interim measures can be imposed even before a determination that the

conduct in the report violates this Policy; accordingly, interim measures are not to be viewed as a negative finding against any particular party. Depending on the circumstances, interim measures could include measures from this non-exhaustive list:

- Change of class schedule
- Limiting an individual's access to CIHS property, facilities, or activities
- Interim suspension or leave
- Imposition of a "No Contact Order"

All individuals are encouraged to report failures of an individual to abide by the restriction(s) imposed by an interim measure. CIHS will take prompt and responsive action to enforce a previously implemented measure.

## 2. Informal Action

A Complainant may request that informal action be taken instead of pursuing the formal procedures described below. Informal action may include a fact-finding investigation, but if the parties agree to an informal resolution, CIHS does not have to complete a full investigation and adjudication of a report of an alleged violation of this Policy. The goal through informal action is to achieve a resolution that may be acceptable to both the Complainant and Respondent, and to counsel and educate one or more individuals. If informal action is initiated, the Complainant or Respondent each has the right, at any time, to ask CIHS to use its formal procedures. All such reports will go to the Dean for Student Success or designee for review. At the conclusion of informal actions, the parties will be asked to agree to an Informal Resolution document. If either party does not agree to the Informal Resolution document, the matter will be referred for formal action (see below). In some cases, CIHS may determine that a complaint is not appropriate for informal action, in which case formal action will be taken.

## 3. Confidentiality

- a. Complaints of Harassment, Discrimination, and Retaliation. CIHS will keep the investigation confidential to the extent possible, but cannot guarantee absolute confidentiality because release of some information on a "need-to-know-basis" is essential to perform a thorough investigation. When determining whether to maintain confidentiality, CIHS may weigh the request for confidentiality against other factors, including the seriousness of the alleged conduct and whether there have been other similar complaints about the same individual. CIHS will inform the Complainant if it cannot maintain confidentiality.
- b. Complaints of Sexual Misconduct. When there is a complaint of sexual misconduct, and the Complainant requests confidentiality regarding a reportable incident, CIHS will take all reasonable steps to comply with the Complainant's request or inform the Complainant when it cannot ensure confidentiality. Where the Complainant requests that CIHS not disclose his/her name or other identifiable information to the Respondent, CIHS will evaluate this request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students and employees. In the event CIHS is able to comply with a request by a Complainant not to disclose his/her name or other identifiable information to the Respondent, CIHS will inform the Complainant that its ability to respond will be limited.



#### 4. Formal Action

If the parties are not able to reach agreement after informal action, or if informal action is not appropriate (or desired by all parties), the matter will be addressed through more formal processes as described below.

- a. Prompt Investigation. CIHS will promptly investigate when it receives a report of discrimination, harassment, sexual misconduct or retaliation, unless informal action is pursued, and determined by CIHS to be appropriate (see Section E.2, above).
- b. Investigation Procedure. The investigation will be conducted in a fair, timely, and thorough manner. CIHS will document and track the investigation for reasonable progress and timely closures. Individuals designated to serve as investigators under this Policy will be impartial and shall have adequate training. Individuals designated to serve as investigators under this Policy for allegations involving sexual misconduct shall have adequate training on what constitutes sexual harassment, including sexual violence, and how to investigate in a manner that protects the safety of victims and promotes accountability. The actual investigation of complaints may be delegated to outside persons or organizations under contract with CIHS. CIHS will document and track the investigation for reasonable progress and timely closures.

The Complainant and Respondent are allowed to have one Advisor of their choice present with them for interviews, meetings, and throughout the process. An employee may select any person to be an Advisor with the exception that: the Advisor may not be a party in the investigation or involved in the complaint; and the Advisor may not be an attorney unless the complaint involves allegations of sexual misconduct, or as otherwise agreed to by CIHS. The Advisor may be a family member, or a member of the faculty or administration not involved in the complaint.

The Advisor may consult with the advisee quietly or in writing, or outside the interview during breaks, but may not speak on behalf of the advisee at any point throughout the process. Advisors who do not follow these guidelines will be warned or dismissed from the interview at the discretion of the investigator(s) or CIHS during the investigation.

During the pendency of the investigation, the Dean for Student Success, other appropriate administrator, or Board Chair, may take interim action as appropriate. In the case of students, this could mean prohibiting class attendance or any other presence on campus or at school-related activities. Generally, no interim action should be taken to change the educational or work conditions of the individual(s) who made the oral report or written complaint and/or that was allegedly subjected to conduct that violates this Policy, unless that individual voluntarily consents to the temporary change.

Investigators will use the following steps during the investigation:

- Interviewing the Complainant(s);
- Interviewing the Respondent(s);
- Identifying and interviewing witnesses and evidence identified by each party;

- Identifying and interviewing any other witnesses, if needed;
- Reminding all individuals interviewed of CIHS' no-retaliation policy; reviewing relevant evidence and documents, which may include personnel/academic files of involved parties; and reaching a conclusion as to the allegations.
- The Respondent and Complainant will have equal opportunity to identify relevant witnesses and produce evidence to the investigator.
- The investigator will provide the same opportunities to the Respondent and Complainant.
- When the investigator evaluates the complaint, he or she shall use a preponderance of the evidence standard.
- Before the investigation is concluded, the Respondent will be informed of the allegations made against him or her and be provided with an opportunity to respond to the allegations.
- In investigations of complaints regarding sexual misconduct, before reaching a final conclusion or issuing a final investigation report, the Investigator shall have: a) advised the Complainant and Respondent or have offered to do so, verbally or in writing, of any evidence upon which the findings will be based; and, b) given the Complainant and Respondent an opportunity to respond to the evidence, including presenting further relevant evidence, information or arguments that could affect the outcome. The investigator will not reach a final conclusion or issue an investigation report until giving careful consideration to any such relevant evidence, information or arguments provided by Complainants or Respondent. The investigator retains discretion and authority to determine relevance.
- Once the information gathering process is completed, the investigator will provide an investigative report containing the investigator's findings of fact, which will be reasonable conclusions based on the evidence collected. The investigator will make findings based on a "preponderance of the evidence" standard. The report will be shared with the Dean for Student Success or designee, and/or other CIHS representatives who have a need to know the outcome.
- The investigation report shall include a summary of the allegations, the investigation process, the preponderance of the evidence standard, a description of the evidence considered, and appropriate findings.

The investigation report will be shared with CIHS administrators who have a need to know the outcome. CIHS will not disclose a completed investigation report except as it deems necessary to support a disciplinary action, report internally on an as needed basis, take remedial action, defend CIHS in administrative or legal proceedings, or to comply with the law or a court order.

The investigation will be closed in a timely manner. At the conclusion of the investigation, CIHS will notify the Complainant:

- The determination of the investigation as to whether there is probable cause to believe discrimination, harassment, sexual misconduct or retaliation occurred with respect to each allegation in the complaint;
- A description of actions taken, if any, to prevent similar problems from occurring in the future (CIHS will only disclose information about the sanction imposed on a Respondent

when the sanction is directly related to the Complainant, as set forth in Section F of this Policy).

At the conclusion of the investigation, CIHS will notify the Respondent:

- The determination of the investigation as to whether the Respondent violated this Policy, and if, so the reasons for that determination; and
- Whether any disciplinary action will be implemented.

## **F. Discipline and Corrective Action**

Once the investigation is complete, the Dean for Student Success or designee will determine if the conduct violates this Policy and if so, the appropriate corrective action. Any student determined to have violated this Policy will be subject to disciplinary action, up to and including expulsion. Any employee determined to have violated this Policy will be subject to disciplinary action, up to and including termination of employment.

If CIHS imposes discipline, the nature of the discipline will not be communicated to the Complainant, except as necessary to implement the sanction. For example, CIHS may inform the Complainant that the Respondent must stay away from the Complainant.

Disciplinary actions against staff, faculty, and students will conform to all relevant CIHS disciplinary policies and procedures.

Depending on the specific nature of the problem, remedies for the Complainant may include, but are not limited to:

- Providing an escort to ensure that the Complainant can move safely between classes and activities;
- Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;
- Preventing offending third parties from entering campus;
- Providing a referral to counseling services;
- Providing a referral to medical services;
- Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment, discrimination, retaliation, or sexual misconduct and the conduct that may have resulted in the Complainant being disciplined.

## **G. Appeal(s)**

Both the Complainant and Respondent have a right to appeal the decision of CIHS as to whether or not this Policy has been violated. An appeal must be filed, in writing, within ten (10) calendar days from the date the appealing Complainant or Respondent receives the written decision. Appeals are not for the purpose of having a second investigation or a second review of available facts. Proper bases for appeal are limited to: (1) evidence not previously available to, and not withheld by the appealing party from, the investigator or the decision-maker that could influence the outcome; or (2) material defects in the process leading to the decision. The written appeal must be submitted to the Dean for Student Success or designee who will forward the appeal to

the President within 24-48 hours upon receipt. The President has ten (10) calendar days to provide a written response to the appeal.

If the Institute implements any suspension or expulsion based on a finding that this Policy has been violated because the Respondent has engaged in Sexual Misconduct, the Respondent is entitled to a hearing. For all other violations of this Policy, a Respondent is only entitled to a hearing if the Institute implements a suspension of more than five days or an expulsion. The Respondent must file a request for a hearing, in writing, with the Dean for Student Success or designee within ten (10) calendar days from the date the Complainant or Respondent receives the initial written disciplinary decision, or if an appeal is submitted to the President, within ten (10) calendar days from the date the President provides the written response.

The procedure for the hearing will be consistent with the disciplinary appeal procedure forth in the Student Discipline Procedure in Section IV of this Handbook, commencing at Step 4.

Time limits are tolled – meaning the clock stops – during the week between Christmas and New Year’s Day. All time limits imposed or recommended in this procedure may be changed for good cause or reason, as determined by the President, in their sole discretion.

## **H. Additional Issues**

### **1. Conflicts of Interest**

When designating individuals to perform roles under the procedures identified in this Policy, CIHS seeks to avoid any conflicts of interest and appoint neutral individuals. If any party becomes aware of a conflict of interest, or bias, of an individual who is participating in the procedures identified above, that party should inform the Dean for Student Success or designee or the President.

### **2. False Reporting**

Because CIHS takes reports of discrimination, harassment, sexual misconduct, and retaliation seriously, false reports or reports made in bad faith will have serious consequences. Any person who makes a report (or offers testimony or information) that is later found to be intentionally false or made maliciously without regard for truth will be subject to disciplinary action, up to and including dismissal from the academic program or termination of employment. This provision does not apply to reports made in good faith, even if the report is not substantiated through an investigation or decision.

## **I. Recordkeeping**

All reports and results of proceedings under this Policy must be reported, for compliance purposes, to the Dean of Administration and Registrar. For any Respondent, the complete investigative file, including a copy of any decision and/or appeal decision, along with any record of consequences or corrective actions, shall be maintained by CIHS during that Respondent’s

academic enrollment, employment or period of services to CIHS and for whatever period after enrollment/employment/period of services that CIHS deems appropriate.

## **J. Relationship to Law Enforcement**

CIHS has an independent obligation to investigate, stop, and remedy acts of discrimination, harassment, sexual misconduct and retaliation. CIHS chooses to meet this independent obligation while still cooperating, when possible, with appropriate law enforcement officials and agencies. That cooperation will sometimes alter CIHS' typical timing or procedures, but referrals to law enforcement do not stop the CIHS proceedings altogether. Readers of this Policy should be reminded that the definitions and standards used by CIHS may be different, and in some respects are different, than the standards and definitions used by law enforcement and the criminal justice system.

## **K. Definitions of Additional Terms Referenced in this Policy**

The following definitions are intended to provide a better understanding of the meaning of certain terms as used within this Policy:

- a. Sexual Penetration. Non-consensual "sexual penetration" is any sexual penetration (vaginal, anal, or oral), however slight, with any object or part of the body, with another person without that person's affirmative consent.
- b. Sexual Contact. Non-consensual "sexual contact" is any intentional, sexual touching, however slight, with any object or part of the body, with another person without that person's affirmative consent.
- c. Sexual Exploitation. "Sexual exploitation" is taking advantage of another person in a sexual, or sexually-related, manner without affirmative consent. It includes, but is not limited to: causing the prostitution of another person; electronically recording, collecting, photographing or transmitting intimate or sexual utterances, acts, sounds, or images of another person; allowing third parties to observe sexual acts; engaging in voyeurism; distributing intimate or sexual information about another person; conduct that intentionally exposes a person's private body parts to others; or knowingly having a sexually-transmitted infection (including HIV) and failing to inform a sexual partner prior to engaging in sexual activity.
- d. Sexual Assault. "Sexual Assault" is vaginal or anal intercourse, digital penetration, oral copulation, or penetration with a foreign object, accomplished by use of (a) force, violence, duress or menace; or (b) inducement of incapacitation or knowingly taking advantage of an incapacitated person.
- e. Dating or Domestic Violence. Dating and domestic violence is physical violence relating to a current or former romantic or intimate relationship regardless of the length of the relationship or gender/gender identity of the individuals in the relationship, including conduct that would cause a reasonable person to be fearful for his or her safety.

- f. Stalking. Stalking is the repeated following, watching or harassing of a specific person that would cause a reasonable person to: (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress.
- g. Affirmative Consent. For “affirmative consent” to be present, the following characteristics must be met:
- Consent can be communicated by word or action
  - Consent must be mutually understandable
  - Consent must be informed, knowing, voluntary, and freely and actively given
  - Consent must be obtained at each escalation in the level of sexual activity (e.g., consent to kissing is not consent to fondling; consent to fondling is not consent to intercourse)
  - Consent cannot result from force, threat, intimidation, duress, manipulation, or coercion
  - Consent cannot be given by minors, mentally disabled individuals, or individuals who are mentally or physically incapacitated (such as by alcohol or other drugs)
  - Consent to one form of sexual activity does not imply consent to other forms of sexual activity
  - Consent at one time does not imply affirmative consent to another time (e.g., consent to intercourse last night is not consent to intercourse tonight)
  - Consent can be withdrawn at any time before or during sexual activity by expressing in words or actions that an individual no longer wants the act(s) to continue. When consent is withdrawn, the other person must stop the act(s) immediately.

Because individuals may experience a particular interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the activity and throughout the duration of the activity.

- h. Incapacitation. “Incapacitation” exists when an individual lacks the physical or mental ability to make informed, rational judgments (e.g., to understand the “who, what, when, where, why, or how” of their sexual interactions), and thus cannot give affirmative consent to sexual activity. Incapacitation may be temporary or permanent and may result from mental disability as well as states including, but not limited to: sleep, unconsciousness, disorientation, helplessness, blackouts, etc. Incapacitation may also occur in persons who appear to be functional or coherent but still may not be able to make rational decisions or give affirmative consent. The impact of consuming alcohol or drugs will vary from person to person, and being intoxicated is not the same thing as being incapacitated (although intoxication can lead to incapacitation). Evaluating incapacitation due to the use of substances requires an assessment of each individual. Warning signs that a person may be approaching incapacitation may include, but are not limited to: slurred speech, lack of balance, loss of dexterity/coordination, decreased alertness/confusion, vomiting, combativeness, and emotional instability. If, under the circumstances, it was reasonable for a Respondent to rely on another person’s capacity to consent, and if affirmative consent is actually provided, there will not be a finding of incapacitation. Because incapacitation may be difficult to discern, individuals are strongly encouraged to err on the side of caution; when in doubt, assume the other person is incapacitated and therefore unable to give affirmative consent. Being intoxicated or impaired by drugs or alcohol is never an excuse, justification,

or successful defense to an allegation of sexual misconduct and does not diminish one's responsibility to obtain affirmative consent.

- i. Coercion. "Coercion" involves the application of an unreasonable amount of pressure on someone to say yes, in circumstances in which the person would not have said yes absent the unreasonable pressure. Coercion is evaluated based on the intensity, frequency, and duration of comments or actions. It exists when a sexual initiator engages in unreasonable or prolonged physical or emotional manipulation to persuade someone to do something sexual that he/she does not want to do.
- j. Complainant. A "Complainant" is an individual who is alleged to have experienced the negative effects of prohibited conduct. A Complainant may or may not be the person who initially makes a report of prohibited conduct.
- k. Respondent. A "Respondent" is an individual who is alleged to have engaged in conduct prohibited by this Policy.

#### **L. Sexual Assault Training and Education**

The Dean for Student Success, in collaboration with the Human Resources manager will provide for sexual assault education and prevention programs on campus and publicize the need to take precautions against sexual assault. The Dean for Student Success will help determine when a specific case poses such an imminent danger to the community that warnings should be published. The Dean for Student Success will work with the Encinitas police to collect data for official summary crime reports and with other CIHS departments to document the incidence of sexual assault. The Dean for Student Success will provide appropriate services or referrals to violators of the Policy on sexual assault.

#### **M. Further Information**

Inquiries about the Policy may be referred to the Dean for Student Success.

#### **Confidentiality**

CIHS cannot keep oral reports or written complaints made under this Policy completely confidential due to the need to investigate potential violations of this Policy and take effective remedial action, or to comply with other legal requirements. CIHS will, however, keep oral reports or written complaints made under this Policy, confidential to the extent possible. CIHS will not disclose a completed investigation report except as it deems necessary to support a disciplinary action, report internally on an as needed basis, take remedial action, defend CIHS in administrative or legal proceedings, or to comply with the law or a court order.

## 2.3 Disability and Accessibility Resources

### *Policy*

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

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

### *Coordinator of Accessibility Resources*

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

### *Eligibility for an Accommodation*

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

### *Reasonable Documentation of Disability*

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

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

### *Applying for an Accommodation*

- a. Request for Accommodation: Students who may need reasonable accommodations are responsible for contacting the Coordinator to initiate their requests in writing as early as possible (at least ten (10) business days before the beginning of the academic quarter or



as soon as the need arises). Students must be found eligible to receive an accommodation by the Coordinator prior to receiving any accommodations. **Accordingly, students should contact the Coordinator as soon as possible because timely notice is needed to coordinate accommodations. A student's failure to timely provide notice or comply with any other requirement of this Policy may delay implementation of any reasonable accommodation(s) or result in rejection of the requested accommodation(s).**

- b. Case-by-Case Determination: The Institute will address each case involving disability accommodation issues on a case-by-case basis. The Institute reserves the right, in its sole discretion, to determine what reasonable accommodations, if any, it agrees to provide to a student in a given case. The Institute will not provide accommodation(s) that would pose an undue burden upon its finances or operations, or that would endanger the health or safety of the student or others, or that would reduce the academic standards or requirements of the program, or otherwise fundamentally alter the nature of the program or activity.
- c. Determination in Writing: The Coordinator will document any approved reasonable accommodations in a letter to the student. The student is responsible for making copies of the accommodations letter and providing a copy to each instructor. Students must request an accommodation letter for each term unless the Institute states otherwise.

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

### *Types of Reasonable Accommodations*

Reasonable accommodations include, but are not limited to:

- Academic accommodations (i.e. opportunity to retake courses);
- Non-academic accommodations (i.e. accommodations for Institute-sponsored extracurricular events and activities);
- Examination-related accommodations;
- Alternative format and note-taking services;
- Accommodations related to use of assistive technology; and,
- Accommodations related to facility access (i.e. access to classroom buildings and offices as well as paths of travel).

### Academic Accommodations:

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

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

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

#### *Appeals Process*

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

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

## **2.4 Service Animals**

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

### III. ACADEMIC POLICIES

#### 3.1 General Requirements

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

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

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

Please see the Institute's catalog for the current curriculum requirements for each specific degree program.

#### 3.2 Program Overview

##### A. Psychology Programs

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

The Master of Arts in General Psychology prepares the ground for all further study in psychology by examining perennial philosophical issues, research strategies, and practical application of theory and skills. A range of substantive coursework represents major areas of

psychology, including coursework in clinical psychology for those intending to graduate with the intention of pursuing licensure. If a student has already been awarded a Master's degree in psychology or another related field, admission may be granted directly into the doctorate program, at the discretion of the Program Director.

B. Integral Studies Program

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

C. Integral Health Program

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

Specialization in Life Physics: The primary focus of the Life Physics specialization is the study of the human bio-energy system from the perspectives of biophysics and subtle energies. The specialization in Life Physics is designed to provide students with tools and knowledge to become proficient researchers in the new field of Subtle Energy Science. Students pursuing a degree in the Integral Health department may work with their program director to supplement the Integral Health core curriculum with elective courses taken from the specialization in Life Physics, to qualify for an Integral Health degree with a Specialization in Life Physics, and to achieve the student's goals at the Institute.

E. Integral Noetic Sciences Program

CIHS's M.A. in Integral Noetic Sciences is a research-based program committed to exploring the noetic sciences through the historical study of consciousness, philosophy of mind, contemplative and esoteric traditions, anomalous realities, wisdom design, and subtle energy anatomy.

Study includes an in-depth examination of our current historical moment and how noetic science can contribute to a better world. The program provides expert guidance and instruction in contemplative practices and philosophical inquiry. While the M.A. program is designed as a

stand-alone degree, it also provides invaluable preparation for CIHS's Ph.D. in Integral Noetic Sciences

The Ph.D. program in Integral Noetic Sciences provides advanced coursework in a scholarly field that resides at the intersection of the philosophy of science, consciousness studies, and contemplative traditions.

Students enjoy advanced training in spiritual, esoteric, and contemplative practices; gain expertise in relevant mixed methods research, and can expand their overall understanding of the discipline by taking elective courses from CIHS's other programs.

### **3.3 Quarter System**

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

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

Please see the Institute's academic calendar posted on its website for the exact dates of each quarter.

### **3.4 Holidays**

The Institute observes the holidays listed below. No classes are held on holidays and the Institute's administrative offices are closed. If a holiday falls on a weekend, the holiday will generally be observed either the preceding Friday or following Monday. Please see the academic calendar for the specific dates that holidays are observed in a given year.

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Easter Holiday including the Friday before and Monday after Easter Sunday
- Memorial Day
- Independent Day
- Labor Day
- Indigenous People's Day
- Veteran's Day
- Thanksgiving Day including the Wednesday, before Thanksgiving and the Friday after
- Christmas Holiday

### **3.5 Class Attendance Requirements**

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

- A. Each student is expected to attend all class sessions.
- B. The minimum required attendance is 75% class and some courses may require more attendance to complete. Students who have not completed a course and do not officially withdraw will receive a grade of “NC” (No Credit) unless they are eligible to receive an “I” (Incomplete) grade.
- C. Students are encouraged to notify their her or his instructor in advance if the student must miss a class session.
- D. Using the Institute’s attendance sheet, faculty routinely record student attendance for all class meetings. The original attendance sheet is placed in the coordinator’s file while the instructor retains the copy of the attendance sheet for her or his class records.
- E. It is the student’s responsibility to arrange with her or his instructor for making up examinations and other relevant course work that has been missed due to an excused or unexcused absence.
- F. In the event that a student misses more class hours than allowed for as determined by the Institute’s guidelines, and which occur as a result of an unforeseeable or an unavoidable event, a student may request an arrangement with the instructor to complete the coursework. The student must make these arrangements with the instructor in a reasonable timeframe following the emergence of need for the unexpected absence. The details of the arrangement will be at the discretion of the individual instructor, as well as the Program Director and/or the Dean of Academic Affairs if necessary.
- G. Instructors have the right to issue a warning to any student who shows excessive tardiness, i.e. three instances of arriving at class 30 minutes beyond the start of the class and/or three instances of prematurely leaving class, i.e. leaving the classroom at least 30 minutes prior to the end of the scheduled class session. Continued violation of these class arrival or departure standards will result in an academic advising and counseling meeting with the Dean of Academic Affairs, whereby an appropriate disciplinary or corrective action will be determined.
- H. In the online classroom, attendance is noted and recorded by logging into the classroom to participate, among other measures such as discussion participation. The other guidelines apply.

### **3.6 Distance Education**

CIHS employs an Integrated Learning Modality (ILM) or hybrid type instruction modality that integrates traditional in-class direct instruction with technology, specifically a distance education learning platform called Canvas. The online learning platform, Canvas, enhances the overall experience of the students by offering the convenience of technology and a “hub” of a classroom/website for each class. Canvas is very user friendly and if you are computer proficient (able to email, type, and upload/download a Word document), you will be able to master Canvas easily. CIHS will provide each new student with access to the online Canvas student training. CIHS will also be happy to provide an in-person review of Canvas with our Dean of Administration or other such personnel, if requested. Some classes also use Zoom to

create a live learning experience (when not all students are local). The Dean of Administration is available to provide technology support to help you during the quarter if necessary.

### **3.7 Candidacy Requirements for Distant Learner Doctoral Dissertation**

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

The Ph.D. dissertation must be defended at the Institute in Encinitas, California, United States. In some case-by-case situations, defense arrangements can be made via Zoom if at least one committee member is present with the student. This is up to the discretion of the Dissertation or Thesis Committee and the Program Director.

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

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

### **3.8 Independent Study**

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

### **3.9 Doctoral Program Dissertation Process & Sequence**

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

Students should consult CIHS' "Satisfactory Academic Progress" for specific details on "dissertation time frame" and the consequences for exceeding the time limits specified there.

Standard practice is that the dissertation defense event shall be open to the CIHS community and the public. The candidate may request a closed defense due to special circumstances if deemed necessary.

#### A. Advancement to Candidacy Exam

Doctoral programs require the successful completion of two comprehensive written examinations, and in some instances, an oral examination prior to the student's advancement to candidacy and before undertaking any pre-dissertation or dissertation courses. This examination is usually undertaken upon completion of the required 72 units of coursework (72 units at time of this writing) before beginning the dissertation courses. In some instances, it can be taken earlier. For example, doctoral students in the Clinical Psychology program must have taken a minimum of 72 quarter units of graduate psychology coursework (both master's and doctoral level) before they are permitted to advance to candidacy and begin accruing internship hours (in congruence with BOP regulations).

Once doctoral level coursework is successfully completed (72 quarter units), the student is ready to Advance to Candidacy and formally begin the dissertation sequence. The Student will work closely with the Academic Dean and/or other Administrator to establish relevant advancement to candidacy papers. These two research papers (approx. 7-10 pages) are designed to explore dissertation topics. One of these usually emerges as the front-runner for the first Chapter and can be adapted as such. This process can be done before enrolling in the first of the dissertation sequence, Dissertation: Topic, or can be done concurrently while enrolled in the Dissertation: Topic. In certain specific cases, as determined by the Academic Dean or Program Director, an additional course may be taken and successfully completed. This course must directly apply to the Dissertation and can be taken in lieu of the two papers, upon prior approval.

#### B. Dissertation and Thesis Guidelines

An overview and guidelines for undertaking a dissertation or thesis is provided on the Institute's website under the Student Resources section at the following link:  
<https://www.cihs.edu/student-resources>

CIHS provides each student with access to a writing handbook outlining the APA 7<sup>th</sup> edition guidelines (or the most current edition at that time) that are uniformly applied to all research, writing, and academic scholarship at the Institute.



### 3.10 Grading System

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

#### Grades and Symbols:

##### Grade Point

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

#### Administrative Symbols:

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

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

**W** - Official withdrawal from course.

### 3.11 Course Numbering

100-499	Undergraduate courses
500-699	Graduate courses organized primarily for graduate students at the master's level.
700-900	Graduate courses organized primarily for graduate students at the doctorate level.

### 3.12 Academic Progress, Probation & Disqualification

To maintain status in the program, CIHS requires that students demonstrate satisfactory academic progress throughout their enrollment. Any student who is not making satisfactory academic progress in coursework, fieldwork, or professional development, as determined by CIHS, is subject to probation and/or dismissal from the program. Students should consult the CIHS policy document “Satisfactory Academic Progress” for specific policies on academic progress, probation, and disqualification posted on the Institute’s website under the Student Resources section and in the CIHS Catalog.

#### *Grade Disputes*

All grades are presumed to be correct and will be overturned only if the grade was assigned in an arbitrary and capricious manner. The student challenging the grade has the burden of proving facts sufficient to show that the grading was arbitrary and capricious.

Any student who disputes a grade must first try to resolve the dispute informally with the instructor who assigned the grade.

If a student has received a grade or grades that result in academic discipline (i.e., probation or dismissal), and an informal meeting with the instructor(s) has not resolved the dispute, the student may use the appeals process for academic discipline, set forth in the procedure below on Academic Dismissal, to challenge the grade(s) and resulting discipline.

When a grade does not result in academic discipline, and an informal meeting with the instructor has not resolved the dispute, the student has no right to appeal the grade. However, the student may submit, to the Dean of Academic Affairs or designee, a response to the grade stating why they believe the grade is not warranted. The response must be submitted within thirty (30) calendar days of receiving the grade. CIHS will issue a response within thirty (30) calendar days, attach it to the disputed grade report and maintain in the student's file.

### *Probation*

Probation is a period of remediation. Students should consult the CIHS policy document "Satisfactory Academic Progress" for specific policies on academic progress, probation, and disqualification posted on the Institute's website under the Student Resources section and in the CIHS Catalog. "Unsatisfactory progress" includes, but is not limited to, receiving a grade of "F" in any course or a low rating on their professional development or field placement evaluation. Students who receive a failing grade in a required course within their program must repeat and pass that course. Failing grades will be included on the transcript. However, only the grade obtained in the repeated course will be included in the cumulative grade point average.

### *Academic Dismissal*

Dismissal based on academic performance terminates a student's enrollment at CIHS. Students should consult the CIHS policy document "Satisfactory Academic Progress" for specific policies on academic progress, probation, and disqualification posted on the Institute's website under the Student Resources section and in the CIHS Catalog.

A student may be subject to immediate academic dismissal or other sanctions, for reasons including, but not limited to, the following:

- Instances of serious impairment precluding satisfactory progress in the program. "Serious impairment" refers to an impairment that precludes satisfactory progress even with provision of reasonable accommodations.
- Violation of laws, ethics, and/or the California Association of Marriage and Family Therapists (CAMFT) (see <https://www.camft.org/images/PDFs/CodeOfEthics.pdf>), American Association for Marriage and Family Therapy (AAMFT) (see [https://www.aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)), or American Counseling Association (ACA) "Ethical Standards" (see <https://www.counseling.org/knowledge-center/ethics>).
- Conduct that violates the laws and ethics of these professional organizations includes:
  - Sexual relations with clients.

- Exploitative relationships with clients.
- Dual relationship with field placement supervisors.
- Willful negligence of, or transgression with, a client.
- Breach of confidentiality with a client.
- Gross incompetence in client services.
- Demonstrating insufficient professional competence necessary for the practice of counseling psychology or marriage and family therapy. Inadequate professional competence may include unprofessional behavior with classmates, faculty, staff, clients, or supervisors.

### **3.13 Transfer Credits**

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

If an applicant is accepted for the doctoral program without a master's degree, the Institute may designate further master's level coursework 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, particularly if the master's degree is in an unrelated field.

Students are ineligible to transfer in any undergraduate work toward either an MA or PhD degree. 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.).

CIHS does not evaluate or award units of graduate credit based on professional or other experience.

To transfer credits, the student should submit official transcripts to the Admissions Committee and the Office of Registrar for evaluation and approval, along with the Request to Transfer Courses form. This can be done during the first two quarters, but not thereafter. To substantiate course content and level, students may be required to submit the college catalog description, course notes and records, texts studied, or a statement from the instructor.

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

### **3.14 Incompletes**

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

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

### **3.15 Withdrawal from a Course**

A student may withdraw from a course at any time by following the procedure set forth in the Tuition Refund Policy (see Section 7.2 of this Handbook).

### 3.16 Leave of Absence (LOA)

Students who may need to take more than one (1) quarter off, will be required to apply for a Leave of Absence (LOA):

- The total length of an LOA may not exceed 12 months, including the interruptions students may have taken already.
- LOA does not affect the "Satisfactory Academic Progress Standard."
- LOA time does not involve any additional charges from CIHS.

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

- Submitted to the Institute in advance unless prevented by unforeseen circumstances.
- Submitted in writing, signed, and dated with specific reasons for request explained in full.
- Request must be approved by the Office of Registrar.
- To request a full 12-month period of LOA, complete documentation and certain conditions will be needed to support said request, i.e., jury duty, military reasons including National Guard requirements, circumstances meeting criteria covered under FMLA (Family & Medical Leave Act of 1993).
- If enrollment is temporarily interrupted for an LOA, the student will return to school in the same progress status as prior to the LOA.

Students on approved LOA need to be aware that the LOA may affect financial aid. Therefore, before final consideration is given to grant the requested LOA, the Financial Aid Coordinator will meet with the student and provide information regarding the following:

- loan obligations
- possible revisions in their aid package
- deferment options
- notifications to lending institutions
- deferments may be canceled [possible cancellation of deferments]
- effects on veteran-benefits
- grace periods exhausted [exhaustion of grace periods]
- consequences of not returning to CIHS at the expiration of the LOA

A student who has been granted an LOA will be considered withdrawn if he/she does not return to school at the end of the LOA. In this case, the student will be informed that the last date of physical attendance is used for the purpose of calculating the Return of Title IV funds.

Should withdrawal result, a student's grace period for a Title IV loan program might be exhausted.

When a student takes an LOA, the contract end date is amended. To calculate the new contract end date, the amount of the days of the LOA is added to the contract end date.

Qualified students with a disability may request a leave of absence as a reasonable accommodation under Title III of the ADA. See Section 2.3 of this Handbook, which is the Disability and Accessibility Resources policy.

## IV. STUDENT RESPONSIBILITIES

Students should be aware of the dimensions and constraints of the educational community within which they are pursuing their goals. Enrollment as a student signifies agreement to abide by all Institute rules, regulations, requirements, deadlines and the provisions of this Handbook.

### 4.1 Code of Honor

CIHS students must take responsibility to:

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

### 4.2 General Standards of Conduct

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

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

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

- Violation of CIHS' Policy Harassment/Discrimination/Sexual Misconduct/Retaliation Policy.
- Violation of CIHS' Drug and Alcohol-Free Environment Policy.
- Violation of CIHS's Code of Honor.
- Willful or persistent smoking in any area where smoking has been prohibited.

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

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

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



### 4.3 Student Discipline Procedure

**STEP ONE — NOTICE OF VIOLATION.** Discipline procedures are initiated by the Program Director once he or she becomes aware of a violation or an alleged violation of Institute rules and regulations, including but not limited to conduct described in the General Standards of Conduct. Ways that the Program Director may become aware of a violation or an alleged violation of Institute rules and regulations include receipt of:

- A valid complaint from any student, faculty member, or other member of the CIHS community who is the victim of a violation of the Institute's rules and regulations.
- An incident report from any member of the CIHS community regarding a violation of the Institute's rules and regulations.
- Notification by law enforcement of a report that the student has engaged in conduct in violation of CIHS' rules and regulations.

If the Program Director receives a complaint regarding student conduct that does not allege conduct that, if true, warrants disciplinary action, no further action will be taken.

**All complaints alleging conduct in violation of CIHS' Harassment/Sexual Misconduct/Discrimination/Retaliation Prevention Policy will be processed according to the complaint and investigation procedures set forth in that separate Policy, set forth in Section II of this Handbook.**

**STEP TWO — INVESTIGATION.** The Program Director, or the Program Director's designee, will commence an investigation of the allegations within a reasonable time after the Program Director becomes aware of a student's potential violation of the Institute's rules and regulations. The level of investigation conducted will depend upon the allegations. As part of the investigation, the Program Director holds a conference with the student charged and obtains his or her response to the alleged misconduct, except in instances where the student charged declines to cooperate. If the Program Director determines upon completion of the investigation that the student engaged in misconduct, the Program Director is authorized to impose appropriate disciplinary action.

**STEP THREE — NOTICE OF DETERMINATION AND ACTION.** Upon conclusion of the investigation, the Program Director will provide the student with written notice of his or her determination, and, if applicable, the appropriate disciplinary action.

If the Program Director determines the student is subject to disciplinary action, the notice shall also contain a description of the charges against the student, appropriate discipline action to be imposed, and information regarding the appeals procedure available to the student being disciplined. This notice will be provided to the student within ten (10) calendar days from the date the Program Director makes his or her determination.

**STEP FOUR — APPEAL.** For situations that do not involve Sexual Misconduct, if a determination that a student has engaged in misconduct results in a decision by the Program Director to expel or suspend a student for more than five days, the student may appeal the decision based on the procedure set forth below. For situations involving Sexual Misconduct, a

student may appeal the Program Director's decision to expel, or suspend a student for any length of time, using the procedure set forth below.

### **Notice of Appeal**

The student must notify the Program Director in writing of his or her intent to appeal the Program Director's decision no more than ten (10) calendar days from receipt of the Program Director's notice of disciplinary action. If a student does not appeal the Program Director's decision, the decision will stand and the student is not entitled to proceed to any other steps of the appeal procedure.

### **Convening an Appeals Panel**

Upon receipt of the student's notice of appeal, the President will convene a Discipline Appeals Panel. The Panel is comprised of three (3) CIHS Institute staff members appointed by the President to hear the student's appeal. The appointed staff members must not be party to the investigation or involved in the complaint.

### **Hearing Procedures**

During the hearing before the Panel, the student may present witnesses, documentary evidence, or any other evidence he or she feels may support the appeal. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

In matters involving Sexual Misconduct, the student will be permitted to respond to the Complainant by submitting questions to be asked by the Panel on his or her behalf, and the Panel will ask only those questions they deem relevant to the matter. Questioning about a Complainant's sexual history with anyone other than the appealing student is not permitted. The Complainant will not be required to state accusations in front of the accused student. The Complainant must appear before the Panel either in person or by a video teleconference service, such as Zoom.

### **Advisor**

Students may also bring an Advisor of their choice to the proceeding. A student may select any person to be an Advisor with the exception that: the Advisor may not be a party in the investigation or involved in the complaint; and the Advisor may not be an attorney unless the complaint involves allegations of Sexual Misconduct, or, in the judgment of the Panel, complex legal issues or criminal law issues are involved. The Advisor may be another student not involved in the complaint, a parent or family member, or a member of the faculty or administration not involved in the complaint.

The Advisor may consult with the advisee quietly or in writing, or outside the proceeding during breaks, but may not speak on behalf of the advisee at any point throughout the process. Advisors who do not follow these guidelines will be warned or dismissed from the proceeding at the discretion of the Panel. If a student is permitted by the Institute to have an attorney present, the student must notify the panel of his or her intention to have

an attorney present not less than fifteen (15) days prior to the date of the hearing. Failure to notify the Institute within this time constitutes good cause for the Institute to move the hearing to another date. If the student is permitted to be represented by an attorney, the Panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

**STEP FIVE — DETERMINATION OF THE DISCIPLINE APPEALS PANEL.** Upon conclusion of the hearing, the Panel will present written findings of fact to the President.

The Panel's scope of review is limited to reviewing the factual allegations and presenting findings of fact to the President.

**STEP SIX — PRESIDENT'S REVIEW OF THE PANEL'S FINDINGS.** The President will consider the Program Director's written notice of his/her determination, an investigation report to the extent one was prepared, the student's written appeal of the Program Director's decision, and the Panel's findings of fact in making the final determination as to whether the student's conduct warrants discipline and if so, the appropriate level of discipline.

The President will make the final determination as to whether the charges and disciplinary action imposed be upheld, reversed, or modified. The decision of the President is final.

**STEP SEVEN — NOTICE OF FINAL DETERMINATION OF APPEAL.** The President shall provide written notice to the student of the decision within fifteen (15) calendar days of receipt of the findings of the Discipline Appeals Panel.

The Program Director, Discipline Appeals Panel, and the President may change all time limits imposed or recommended in this procedure for good cause or reason, as determined in their sole discretion.

### ***Disciplinary Records***

Official disciplinary records are maintained for at least seven (7) years. All records relating to the procedures set forth above are confidential and not open to review except to Institute officials, accrediting bodies or their representatives who have a legitimate reason to review the records, or as otherwise required by law.

## **4.4 Drug and Alcohol-Free Environment**

CIHS has been designated "Drug free" and only under certain circumstances, as set forth in this Policy, is the consumption of alcohol permitted.

CIHS prohibits the unlawful possession, use, manufacture, or distribution of alcohol, illegal drugs, or controlled substances by students and employees in buildings, facilities, grounds, or property controlled by the Institute, or as part of Institute activities. Attending classes or Institute

activities under the influence of illegal drugs, controlled substances, or alcohol, is prohibited and will result in discipline up to and including dismissal.

For purposes of this Policy, illegal drugs include prescription drugs without a valid prescription and the use of prescription drugs not in compliance with a valid prescription.

Illegal drugs that are prohibited on campus include, but are not limited to, marijuana (and any other cannabis product), cocaine and its derivatives, heroin, amphetamines, barbiturates, LSD, PCP, tranquilizers, and inhalants.

#### A. Disciplinary Sanctions

Any student found on Institute property or at Institute-sponsored events to be consuming or under the influence of alcohol or using, possessing, manufacturing, or distributing controlled substances or alcohol in violation of the law or this Policy shall be subject to disciplinary action. Such disciplinary action includes, but is not necessarily limited to, expulsion, referral for prosecution, and/or completion of an appropriate substance abuse assistance or rehabilitation program.

#### B. Legal Sanctions

Matters involving drug and alcohol use are taken very seriously by law enforcement officials and vigorously prosecuted by the District Attorney's office.

Use and distribution of illicit drugs or commission of crimes while under the influence of alcohol or other substances may result in misdemeanor or felony charges, depending upon the nature of the incident and quantity of drugs involved. The sanctions, which may be imposed upon conviction, include imprisonment, fines, community service, and court-imposed treatment at a rehabilitation center. These sanctions are separate and distinct from disciplinary sanctions the Institute may impose.

Conviction can also jeopardize the ability to receive a professional license.

#### C. Prevention and Support

The Institute is committed to a program to prevent the abuse of alcohol and the illegal use of controlled substances and/or alcohol by students and employees. Toward that end, the Institute has adopted the following Drug and Alcohol Abuse Prevention Program:

- Each employee and student shall be informed at least once a year of the Institute's prohibition of drug and alcohol abuse and related sanctions by being provided with a copy of the Institute's Standards of Conduct and Sanctions for Drug and Alcohol Abuse.
- In addition, each student shall be provided at least once a year with a description of the applicable legal sanctions under federal, state, and local law for the unlawful possession or distribution of illicit drugs and alcohol.
- Once a year, employees and students shall be provided with a description of the health risks associated with the use of illicit drugs and the abuse of alcohol, and with a

description of available drug or alcohol counseling, treatment, rehabilitation, and reentry programs.

- The Prevention Program shall be reviewed biennially to determine its effectiveness and needed changes to the program shall be implemented. The program shall also be reviewed biennially to ensure that its disciplinary sanctions are consistently enforced.

#### **4.5 Smoking/Tobacco Use Policy**

CIHS is a smoke-free environment. This Policy also applies to the use of e-cigarettes and vaping devices.

Smoking is not permitted anywhere in our buildings or on our property. By law, smoking is prohibited within 20 feet of a main exit, entrance, or operable window of any campus building. Smoking, including e-cigarettes and vaping, is also prohibited by California state law in all workplaces.

Any failure to abide with the Institute’s no-tobacco/smoking policy may result in discipline up to and including expulsion.

#### **4.6 Academic Honesty**

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

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

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

#### **4.7 Acceptable Use of Technology and Information Resources**

CIHS computing, telecommunications and networking resources (“electronic resources”) are provided for the support of the instructional, research and administrative activities of the Institute. CIHS’ electronic resources include the Institute’s wireless network and online resources including the CIHS Library Information Research Network (LIRN) subscription database. Users of the Institute’s electronic resources are expected to conduct their activities within the restrictions and overall policies of CIHS, the laws of the State of California and federal statutes. Agreement to

abide by this Policy is a condition of acceptance to use the Institute's electronic resources and violators may be subject to discipline, up to and including dismissal from the Institute.

### **A. General Policy**

Using the Institute's electronic resources for the following purposes is deemed unacceptable:

1. To abuse, defame, harass or threaten another individual or group. No user shall use the Institute's electronic resources to transmit any message, create any communication of any kind, or store information which violates any Institute Policy regarding discrimination, harassment, or retaliation, or which is defamatory or obscene.
2. To engage in disclosure of the unauthorized release of confidential information.
3. To commit fraud or distribute any unlawful messages.
4. Other unauthorized acts or actions not in accordance with CIHS policies, or not in the best interests of the Institute.
5. Commercial uses including (but not limited to) the promotion of "for profit" and/or privately owned businesses.
6. To engage in partisan political activities.
7. To distribute unsolicited spam email.

### **B. Protection of Resources and Data**

CIHS data and resources must be protected to ensure the Institute's ability to meet its educational goals. Therefore, the following actions are prohibited:

1. Theft, damage or destruction of computing facilities, programs or data;
2. Access or use of computing facilities, programs, or data that are not authorized to the user;
3. Sharing usernames, passwords, or any other security related procedures, files, or accounts with individuals currently unaffiliated with CIHS. This includes sharing passwords to subscription databases which is a violation of our licensing agreements, and jeopardizes our access to these resources;
4. Inhibiting or disrupting the operability of computer systems, telecommunications facilities, networks, or other electronic resources;
5. Intentionally introducing viruses, Trojan horses, worms, or similar programs onto any Institute systems or networks.

### **C. No Expectation of Privacy**

CIHS reserves the right to monitor all use of its electronic resources to ensure compliance with these policies. Users should be aware that they have no expectation of privacy in the use of the Institute's electronic resources. CIHS will exercise this right only for legitimate purposes,

including but not limited to ensuring compliance with this procedure and the integrity and security of the system.

#### **D. Electronic Communications**

CIHS' electronic communications are to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, to facilitate the effective business and administrative processes of the Institute, and to foster effective communications within the academic community. Electronic mail, news posts, chat sessions, or any other form of electronic communication must comply with all provisions of this Acceptable Use Policy and all applicable laws and Institute policies affecting the use of e-mail and related systems, including but not limited to responsible use, computer accounts, passwords, data security and integrity, and software licensing.

CIHS reserves the right to send e-mail to its own users.

CIHS reserves the right to limit the size of individual mail messages (and attachments) being transmitted through Institute resources.

#### **E. Specific Prohibitions**

- Altering electronic communications to hide one's identity or to impersonate another individual is considered misrepresentation and/or forgery and is prohibited under this Policy. All e-mail, news posts, chat sessions, or any other form of electronic communication must contain the sender's real name and/or e-mail address.
- The practice of bombarding someone with a large volume of unsolicited mail in an attempt to disrupt them or their site is known as "mail bombing". Mail bombs have the effect of seriously degrading system performance and may have legal consequences. This practice is strictly prohibited on Institute systems.
- The practice of sending unsolicited commercial advertisements or solicitations via e-mail is regulated by Sections 17511.1, 17538.4 and 17538.45 of the Business and Professions Code and Section 502 of the California Penal Code, relating to advertising.
- On-campus users found in violation of these laws could be subject to criminal prosecution, civil prosecution, administrative action, and/or loss of some or all computing privileges.
- Use of electronic communications, including e-mail, with the intent to annoy, harass, and/or physically threaten other individuals is prohibited under Section 653(m) of the California Penal Code.
- Use of Institute electronic resources, including e-mail, for anyone's personal or political gain is prohibited. This includes promoting off-campus sales and services.
- Operation of unofficial e-mail reflectors is prohibited. An e-mail reflector is the automated or otherwise forwarding of a mail message to multiple recipients triggered by the content or headers of the mail message being forwarded.

- Users are prohibited from sending messages to large numbers of users.
- Email messages may not include any user's identification number (e.g., social security number), should include only unique identifying information that is pertinent to the message being conveyed, and should not reference any student's academic record or confidential employee information.

#### **F. Network, Wireless Network, and System Integrity**

All use covered under the scope of this Acceptable Use Policy must comply with California State Penal Code Section 502, the policies set forth in this Handbook and other policies and laws. Activities and behaviors that threaten the integrity of computer networks or systems are prohibited on both Institute owned and privately owned equipment operated on or through Institute resources. These activities and behaviors include but are not limited to:

- Interference with or disruption of computer systems and networks and related services, including but not limited to the propagation of computer “worms,” “viruses,” and “Trojan Horses;”
- Intentionally or carelessly performing an act that places an excessive load on a computer or network to the extent that other users may be denied service or the use of electronic networks or information systems may be disrupted;
- Failure to comply with authorized requests from designated Institute officials to discontinue activities that threaten the operation or integrity of computers, systems or networks;
- Negligently or intentionally revealing passwords or otherwise permitting the use by others of Institute-assigned accounts for computer and network access. Individual password security is the responsibility of each user. The user is responsible for all uses of their accounts, independent of authorization;
- Altering or attempting to alter files or systems without authorization;
- Unauthorized scanning of ports, computers and networks;
- Unauthorized attempts to circumvent data protection schemes or uncover security vulnerabilities;
- Connecting unauthorized equipment to the campus network or computers. CIHS authorized business and other activities directly related to the academic mission of the Institute are excluded; however, network communication devices must have prior approval from the Institute before they can be connected to the campus network. Unauthorized network communication devices or any networked device that may negatively impact management, reliability, or integrity of the campus network or other Institute resource may be disconnected from the network;
- Attempting to alter any Institute computing or network components without authorization or beyond one's level of authorization, including but not limited to bridges, routers, wireless access points, hubs, wiring, and connections;
- Utilizing network or system identification numbers or names that are not assigned for one's specific use on the designated system;



- Using campus resources to gain unauthorized access to any computer system and/or using someone else's computer without their permission;
- Providing services or accounts on Institute computers or via Institute networks to other users from a personal computer unless required to meet the normal activities of students working as individuals or in collaborative groups to fulfill current course requirements. Engaging in authorized Institute business and other activities directly related to the academic mission of the Institute, are also excluded; however, any computers running services that may negatively impact management, reliability or integrity of the campus network or other Institute resource may be disconnected from the network;
- Registering an Institute IP address with any other domain name; and
- Downloading, copying or sharing of copyrighted materials, software, video, and audio files (using file-sharing or peer-to-peer programs) is absolutely prohibited. Violators are subject to discipline up to and including dismissal. Illegal distribution of copyrighted materials is also subject to criminal and civil penalties.

#### **4.8 Electronic Etiquette Policy**

The use of cell phones is strongly discouraged during class time. You may keep your cell phone on, but set it to silent or vibrate. If you must take a call or send a text – which should be only in case of emergency – please step outside the classroom to do so. Save use of portable electronic devices (e.g., texting, emailing, surfing the web, etc.) for break times or before or after class.

#### **4.9 Copying and Copyright Infringement**

The Institute respects and upholds the rights of holders of copyrights, their agents and representatives. It is the responsibility of students to be aware of the rights of copyright owners. Legal use of copyrighted material can include, but is not limited to, ownership, license or permission, and fair use under the US Copyright Act. Illegal use includes:

1. Reproducing or allowing others to reproduce copyrighted software material in any form without proper authorization, or not in keeping with the Institute's copyright regulations or federal and state laws;
2. The use of software applications that allow for the direct sharing of music, movies, games, and software over the Internet when such peer-to-peer file sharing contains copyrighted works without the permission of the copyright holder.

CIHS directs students to refrain from copying copyrighted works unless the action is authorized by: (a) specific exemptions in the copyright law, (b) the principle of Fair Use, or (c) licenses or written permission from the copyright owner.

#### **What is copyrighted?**

Any creative intellectual idea is legally protected by copyright once it is put into material form. This means that almost all text, audio, film, photographs, etc. are protected from unauthorized

use by copyright. Things that are not protected by copyright law include anything in the public domain, facts, and U.S. government documents.

### **How can you use copyrighted material?**

Personal use of copyrighted materials is legal. For example: you can read books or watch videos that the library has purchased and you can download and read articles found in library subscriptions.

Reproducing, distributing, making derivative works of, or publicly performing or showing a work is not considered “personal use;” therefore, it is only allowed if it is either authorized by the copyright holder or is exempted from copyright protection by “Fair Use.”

Fair Use does not mean that you can use a copyrighted material in any way you choose as long as it is being used for educational purposes. Whether a particular use of a copyrighted material is allowed under Fair Use is determined by considering all four of the following:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

CIHS does not condone a Policy of copying (either photocopying or scanning) instead of purchasing copyrighted works where such copying would constitute an infringement under the copyright law. The boundaries of fair use cannot always be quantified in terms of pages or percentages, but photocopying or scanning an entire book—or an entire course reader—is not acceptable.

### **4.10 Social Media Policy**

CIHS encourages the use of social media to connect with others. Social media is an excellent tool for sharing news, events, and engaging in academic discussions with others in the CIHS community. The Institute encourages responsible use of social media by students, and reminds students that violating the Institute’s conduct policies through social media, use of personal electronic devices, and other online communications may result in disciplinary action. This Policy applies to all students of the Institute in their use of the internet, social media, and electronic communications, regardless of whether that use is through devices and resources of CIHS or any other devices or resources.

### **Adhere to Institute Policies and Regulations**

To the extent students’ internet, social media, and electronic communications use affects other Institute students or employees, or their participation in the Institute community through work, education, or otherwise, students are required to follow Institute rules, including but not limited

to the provisions of this Policy, CIHS Student General Standards of Conduct, and the Institute's Harassment/Sexual Misconduct/Discrimination/Retaliation Prevention Policy.

If students engage in any use of the internet, social media, or electronic communications that creates a substantial disruption at the Institute or materially interferes with Institute activities, that reasonably leads the Institute to foresee such disruption or interference, or which interferes with the rights of students or employees, CIHS may take steps to address the disruption, including disciplinary action. This includes, but is not limited to, any statements, comments, photographs, images, videos, or audio recordings that are posted online or distributed via social media. Distribution or posting of potentially embarrassing or offensive electronic communications can cause the target or subject severe emotional and psychological harm and damages the sense of community that the Institute strives to maintain.

### **Do Not Engage in Unlawful Conduct, Including Threats**

Students may not post statements, photographs, video or audio that reasonably could be viewed as violating the law, such as unlawful threatening conduct. Examples of unlawful threatening conduct include posting material that would make a reasonable person afraid for his or her safety.

### **Do Not Make Inaccurate or Defamatory Statements**

Students are prohibited from making defamatory statements about fellow students, faculty, or employees of the Institute, or about the Institute's programs.

### **Do Not Infringe Others' Rights or Privacy**

Students may not disclose information that may violate student or employee rights. For example, students must not disclose another individual's social security number, medical information or financial information in a manner that violates that person's privacy rights, or otherwise breach the duty of client confidentiality.

As a recommendation, students should consider whom they invite or accept to join their social network, as those individuals will have access to their profile, photographs, etc. Students should understand that even if they have private settings, those whom they invite into their network can easily, print, save, cut, paste, modify or publish anything they post. Also, as a general matter, students should consider that their online reputation may follow them into their future academic, personal, and professional life. Material can be archived on the Internet even after it is removed, and search engines can turn up posts many years after they are created. For all these reasons, it is best to use discretion and judgment in online posting and activity.

## V. STUDENT RIGHTS

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

#### *Grievance Policy*

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

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

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

#### *Grievance Committee*

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

#### *Grievance Procedure*

A student who wishes to file a grievance shall do so with the Dean for Student Success. The grievance must be in writing, must include details of the matter being grieved as well as a proposed resolution, and must be signed and dated. Students are encouraged to file grievances as soon after the events giving rise to the grievance as possible. In no case may a student file a

grievance regarding an Institute action more than 6 months after the student knew of, or should have known of, the action at issue.

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

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

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

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

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

If no appeal is received, the Dean for Student Success will take such action as they deem appropriate.

**STEP THREE—APPEAL.**

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

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

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

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

#### **STEP FOUR—REMAND PROCEDURE.**

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

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

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

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

## **5.2 Student Evaluation of Faculty**

Students fill out confidential evaluations of faculty teaching and the course at the end of each course via the confidential survey software. These ratings provide an opportunity to rate faculty on a number of scales and to provide narrative comments. The rating information is provided to the Program Director, Academic Dean and the faculty member after grades and professional conduct evaluations are turned in. Ratings play an important part in faculty retention and promotion.

### 5.3 Student Records

Student's academic records containing application information curriculum, financial records grade reports and transcripts are maintained in fireproof files in the Administration Department. Records are maintained permanently. Only persons authorized by the Bureau for Private Post Secondary Education and other regulatory boards or accrediting agencies may inspect or copy student records.

Additionally, students have the right to:

- Inspect and review their education records and receive copies if requested.
- Request amendment of their education records to ensure they are accurate and not in violation of the student's privacy or other rights.
- Consent to disclosure of personally identifiable information contained in their education records.
- If students have signed a waiver of legal rights to see, inspect, or be given copies of their letters of recommendation, then they may not see, inspect, or have copies of these letters.

#### A. What are Educational Records

Education records are those records directly related to a student maintained by CIHS or any party acting on behalf of the Institute. Examples of student records include transcripts, student exams and papers, student schedules, applications for admission for matriculated students (does not include letters of recommendation if the student has waived his/her right to inspect those), and other documents placed in a student's file. Examples of documents that are NOT educational records include the following:

- Sole possession records, i.e., records/notes in sole possession of the maker, used only as a personal memory aid and not revealed or accessible to any other person.
- Medical treatment records that include—but are not limited to—records maintained by physicians, psychiatrists, and psychologists.

#### B. Request for Amendment of Educational Records

CIHS students may request amendment of educational records they believe are inaccurate, misleading, or in violation of their privacy rights by filing a Request for Amendment with the Office of Registrar available at 760-634-1771 or [admin@cihs.edu](mailto:admin@cihs.edu).

Upon receipt of a signed and dated request for amendment, the Registrar will investigate the request and forward it and a summary of the investigation to the Office of the President within ten (10) working days of filing. The President may approve or deny the request.

### C. Transcript Policy

Official transcripts cost \$10 per transcript. Requests for official transcripts should be made in writing to the Registrar and should include dates of attendance and date of birth. Official transcripts are normally sent from CIHS directly to the institution or person the student indicates. Students may also request an official transcript be given to them in a sealed envelope. Normally transcripts are sent out within 5 business days. During peak times such as traineeship application periods, there could be delays, so it is wise to submit requests for transcripts well in advance of the deadlines.

There is no charge for unofficial transcripts, which are not signed and do not bear the seal of CIHS.

Transcripts will be issued under the official name of record at the time of graduation. If a student's legal name has changed since graduation, the student may change his/her legal name on the school record by completing and submitting a petition. If you have any questions, please contact the Registrar.

### D. Diploma Policy

Once your degree is conferred, the Registrar will order your diploma, delivery of which may take an additional 8-10 weeks following degree conferral. If your diploma address will change after graduation, you must update your address by contacting the Registrar. If your diploma is sent to the address of record and the diploma is either returned or lost, there will be an additional fee of \$45 to resend/ replace your diploma.

If you have not received your diploma 12-14 weeks after your graduation date, you must contact the Registrar within six (6) months that you have not received your diploma. After that time period, you will be charged a \$45 fee.

Diplomas will not be released until all outstanding obligations, fees or holds due to the Institute are cleared.

Please note: The original diploma is awarded under the official name of record at the time of graduation. Diplomas can be reissued under a new legal name for a fee of \$45. If your legal name has changed since graduation, you may change your legal name on the diploma by completing and submitting a petition. If you have any questions, please contact the Registrar.



## **VI. SUPPORT AND FACILITIES**

### **6.1 Academic Counseling**

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

### **6.2 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.

### **6.3 Library**

CIHS provides a comprehensive research database to its enrolled students (Library Information Research Network, LIRN) which provides unlimited access to peer reviewed research, journals, periodicals, and the like. CIHS' on campus library has a limited traditional reference library with some classic psychology, religion, science and philosophy texts as well as graduate dissertations. Students are encouraged to use the prolific academic databases available for scholarly research on the Internet.

Students, depending upon degree program, may be required to obtain and provide proof of membership at one of the major research libraries in their area. Locally, there is the California State University system, San Diego State University, and the University of California system. These are publicly financed educational institutions, so it is possible for students to easily access the facilities by purchasing a library card at a nominal fee.

### **6.4 Laboratory**

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

### **6.5 Housing**

The cost of living near and around CIHS is highly variable depending on season and market availability. It varies from \$ \$1,800 to \$2,000 for a studio or shared room, \$2,500 to \$3,000 for one- bedroom apartment, or \$3,500 to \$4,500 for 2 to 3-bedroom house/condominium in Encinitas, CA. However, because of the nature of CIHS' adult student population, CIHS has no responsibility or duty to find and secure housing. CIHS is a non-residential program and provides no dorms or residences on campus.

## VII. TUITION AND FINANCIAL AID

### 7.1 Tuition and Fees

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

#### A. Tuition

Tuition for the 2022-2023 academic year is based on the following:

Program	Registration Week (Late registration fee of \$65 applies after Registration Week)	
	Per Unit	Per Course
B.A.	\$350	<b>5 Units</b> \$1,750
M.A., Ph.D. Certificate	\$430	<b>4 Units</b> \$1,720
Dissertation Units	\$520	<b>5/6 Units</b> \$2,600-\$3,120
Audit Fee for Provision Students	\$290	<b>2 Units</b> \$580 <b>4 Units</b> \$1,160
Books and Supplies		Approximately \$150 to \$200

Tuition is determined by multiplying the number of credits registered for in a given registration period by the cost per unit tuition rate. The late registration fee does not apply to dissertation courses, which do not have a stipulated registration date, or to new students enrolling at CIHS for the first time.

## B. Fees

CIHS administers other fees. The most updated fees are posted on the Institute's website under the Tuition & Fees section at the following link: <https://www.cihs.edu/tuition-fees>

## 7.2 **Tuition Refund Policy**

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

The student has a right to a full refund of all charges less the amount of \$65 of withdrawal fee from the course if she or he cancels this agreement prior to or on the first day of instruction.

Before a student can withdraw from a course, the student must first speak to the professor. This discussion must be put into a memo and the Program Director and/or Academic Dean or designee must be included in on the discussion via email. If the student still wants to withdraw, he/she must speak to the Academic Dean or designee.

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

A grade of "W" will not be recorded if you drop within the first ten percent of the course. A "W" grade means withdrawn, and it has no impact on grade point averages. Students may also withdraw from a course after instruction has started and receive a pro-rated refund for the unused portion of the tuition and other refundable charges if the student has completed 70% or less of the instruction.

Students receiving V.A. benefits will receive a pro-rated refund for any unused portion of a course. If the student withdraws after completing more than 70% of the course, they forfeit the tuition. The withdraw date is the day the paperwork is filed. Students simply not participating, attending, or taking administrative action to withdraw from the class within the designated time frame will forfeit tuition and related fees.

## 7.3 **Financial Assistance**

### A. Student Loan

CIHS does not offer student loans from private financial groups. CIHS does not participate in federal and state financial aid programs, and does not offer consumer information that is required

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

#### B. Deferred Tuition Plan

Tuition is due in full prior to each term during registration. An alternate payment plan can be arranged in which 1/3 of the tuition is paid at time of the registration, 1/3 by the beginning of the fourth week of the term, and 1/3 by the beginning of the eighth week. For the alternate plan, there is an \$8.00 charge per unit.

A late fee of \$25.00 will be assessed once during each of the three payment periods if payment is not made by the deadline. Students who wish to pay tuition with the plan must enter credit card information at the time of the course registration, or mail CIHS posted date checks by no later than 5 days from the registration week. The 2<sup>nd</sup> and the 3<sup>rd</sup> payments will be processed by charging the credit card or by cashing the checks. All payments must be made in accordance with this schedule, despite loan arrangements, funding through employer, etc.

A student who has not fulfilled financial obligations will not be allowed to continue in the program or register for subsequent terms. All students must be current in tuition at the end of the quarter to enroll in subsequent quarters.

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

### **7.4 Administrative Withdrawal from the Program**

A student may withdraw from CIHS at any time by following the procedure set forth in this Section. Students who do not register and pay tuition or receive an official Leave of Absence will be subject to involuntary withdrawal.

A student has the right to terminate the enrollment agreement and obtain a full refund of all charges less the amount of a \$65 withdrawal fee from the course, if she or he cancels this enrollment agreement prior to or on the first day of class session, or the seventh (7th) day (calendar days) after enrollment, whichever is later.

After the end of the cancellation period, students also have the right to withdraw from school at any time, and have the right to receive a pro rata refund of tuition if the student has completed 60 percent or less of the program.

In order to terminate the enrollment agreement, a student must provide a written notice of the cancellation to the following address: CIHS, 701 Garden View Court, Encinitas, CA 92024. This can be done by mail or by hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The written notice of cancellation does not need to take any particular form and is effective if it shows that the student no longer wishes to be bound by the enrollment agreement.

A withdrawn student may apply for readmission. Readmission requires the approval of the Program Director. Students are also advised that withdrawal and readmission are subject to the regulation that limits the length of study for the program they are pursuing. Readmission of a voluntarily withdrawn student requires a \$160 readmission fee, plus payment of any outstanding tuition and fees. Readmission of an involuntarily withdrawn student will be subject to review by the normal admission process, which may or may not readmit the student. The involuntarily withdrawn student is subject to a readmission fee to be set by the administration, which will not be less than \$160.

## **7.5 State of California Student Tuition Recovery Fund (STRF)**

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

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

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

However, no claim can be paid to any student without a social security number or a taxpayer identification number. You must pay the state-imposed assessment fee for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

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

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

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

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

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

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

P.O. Box 980818, West Sacramento, CA 95798

[www.bppe.ca.gov](http://www.bppe.ca.gov)

(888) 370-7589/ (916) 431-6959 or by fax (916) 263-1897

## **7.6 Exit Interview**

Students who withdraw from CIHS are welcome to have an exit interview with the Program Director. Graduating students are also invited to have an exit interview.

## VIII. HEALTH AND SAFETY

### 8.1 Campus Safety

#### A. Reporting Crimes or Suspicious Activity

It is important that everyone take responsibility for his/her safety and the safety of others by reporting crime or suspicious activities. CIHS facilities are open to students, staff, faculty, clients, and others who have business at the Institute. Report suspicious persons on or around the campus to Institute personnel. If you see any security problems, administrative personnel or emergency services at 911 as soon as possible.

Any emergency that threatens life or property should be immediately reported to the San Diego County Sheriff's Department or the Encinitas Fire Department by calling 911.

Persons should report criminal or suspicious activities at this campus to the San Diego Sheriff's Department at 911 or at the non-emergency phone number 858-565-5200. Reports should also be made to any Administrative Personnel on campus or by e-mail at [admin@cihs.edu](mailto:admin@cihs.edu) or phone 760-634-1771. Institute personnel will assist in contacting the appropriate agency, if requested.

When you make a report, be prepared to give the following information:

- Your name.
- Location of the incident.
- Nature of the incident and whether incident is still in progress.
- Description of the person(s) involved: race, sex, physical characteristics, clothing, and whether the person is still at the location.
- Description of any vehicles involved: type of vehicle, license number, color, and last known location.

### 8.2 Emergency and Disaster Preparedness

Before an emergency: Take the time to learn evacuation routes and locations of fire extinguishers and first aid kits. Be prepared to assist those who may be injured or disabled.

- *Earthquake*: Take cover under sturdy furniture, protect your head, and avoid windows, bookcases, or heavy objects that might fall. Stay under cover until the shaking stops, then evacuate the building until damage can be assessed. Watch for falling plaster, bricks, and other debris. Once outside, stay away from trees, power lines, buildings, or other objects that might fall. Aftershocks should be expected after a major earthquake and can be as powerful as the initial shock.
- *Fire*: Take all fire alarms seriously. Evacuate the building calmly, helping those who need assistance. Test closed doors before opening them. If they are hot, do not open them - use an alternate route.

- *Bomb threat:* If you receive a bomb threat by telephone, try to get as much information as possible. Ask for the exact location of the bomb, the expected time of explosion, and the type of bomb. Listen carefully to the caller's voice and any background noises. Immediately report the threat to campus officials and the San Diego County Sheriff's Department. If an evacuation is ordered, take personal belongings as you leave. If time permits, check surroundings for, but do not touch, suspicious or unfamiliar items. Note their locations and report them to campus officials. Do not turn on or off any light switches, computers, or other electrical equipment. Leave doors and windows as they are.

### **8.3 Timely Warnings**

In the event that a situation arises, either on or off campus, that, in the judgment of the Office of the President, constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. The primary warning will be issued through the Institute’s email system to students, faculty, and staff.

Anyone with information warranting a timely warning should report the circumstances to the receptionist for immediate delivery to the Office of the President by phone at 760-634-1771 or in person at the Institute.

### **8.4 Active Shooter Response**

An active shooter or aggressor is a person who appears to be actively engaged in killing or attempting to kill people in a populated area – typically using firearms but possibly using other weapons, such as knives, or vehicles. There may be no pattern or method to their selection of victims. These situations are dynamic and evolve rapidly, so it is important that you act quickly and that you remember Run Hide Fight.

The following recommendations are options to be considered and should not be thought to be sequential. Select the best course of action according to the situation in which you find yourself.

#### **Run**

- Take decisive action if you hear gunshots—do not wait until others tell you to act.
- If a safe path is available, run and move quickly.
- Encourage others to leave with you but do not let their indecision slow down your escape.
- Know your surroundings, have an escape route and plan in mind.
- Do not attempt to carry anything while running.
- Try to prevent others from entering the danger zone.
- Keep your hands visible for law enforcement and follow the instructions of law enforcement you may encounter.



- Call 911 from a cell or Institute phone when it is safe to do so, and if law enforcement is not already on the scene.
- When calling 911, be sure to provide an exact location.
- Notify authorities of the location of wounded people as soon as possible.

### **Hide**

- If you cannot escape, find a place to hide and be silent.
- Turn out lights, close window blinds/curtains, lock doors if possible and silence your cell phone ringer and vibration mode.
- If safe to do so, call 911. If shooter is in the area and able to be heard, call and keep the line open for dispatchers to listen.
- Barricade doors and windows if able to with furniture and other objects.
- Stay low to the ground but do not sit down; be prepared to move.
- Gather items to use for self-defense.
- Identify other methods of evacuating should the opportunity to escape occur (other doors, stairwells or windows).
- Render first aid to the injured if safely able to do so.
- Keep others calm around you.

### **Fight**

- As a last resort, when running and hiding are not an option, act with aggression and use improvised weapons (fire extinguisher, chair, book bag, etc.) to distract or disarm the shooter.
- Throw objects at the shooter's head – aim for their eyes.
- Work together as a team if others are present.
- Upon use of a distraction device, immediately attempt to escape or take down the shooter.
- If able to, remove the weapon from the shooter's reach and safely hide it – do not handle it because law enforcement may perceive you to be a threat.
- If taking down the shooter, immobilize all limbs (arms, legs, head) until law enforcement arrive.