



Certificate in Consciousness Studies

Certificate in Spiritual Studies

2022-2023

Centers for Spiritual Living

The Global Vision

We see a world that works for everyone

*Where **all life** is honored as expressions of the **Divine***

*Where **people** live according to **spiritual truth***

*Where **humanity awakens** to spiritual magnificence*

*Where humanity rediscovers personal **creative power***

*Where we live as **one global family***

*Where **kinship with all life** prospers*

*Where **unity and connection** are emphasized*

*Where **forgiveness** is the norm*

*Where **spiritual guidance** is valued*

*Where we are called to **conscious social action***

*Where people have enough food, homes, and a sense of **belonging***

*Where there is **peace, harmony, and justice** for all*

*Where **resources are valued**, cared for, and **shared***

*Where communities are meaningfully involved in
service to the world*

*Where there is a renewed emphasis on
**beauty, nature, creativity, art,
and aesthetics***

573 Park Point Drive
Golden, CO 80401

Dear Ministerial Student,

Welcome to the School of Spiritual Leadership's Distance Education Programs provided through Holmes Institute®. The great beauty of our programs is the depth of academic work that brings balance and understanding to your practical experience and nurtures your spiritual development.

We designed the programs to develop and prepare spiritual leaders for a wide array of leadership roles. By providing the essential tools and building blocks for spiritual leadership, the School of Spiritual Leadership prepares its students to take their place in the world and stand on a par with spiritual leaders from any denomination. More importantly, our graduates have the confidence that they are prepared for all of the rigors and depth of spiritual leadership.

During your time in the program, please avail yourself of the many resources that are part of the educational experience. Our faculty members are at the top of their fields. Home Office staff are here to guide you through administrative requirements and your Dean/Primary Teacher is instrumental in your development and in your process of navigating the journey. Additional online resources related to your classes along with the Student Lounge connect you with information, fellow students, teachers, and Deans/Primary Teachers.

I am thrilled and grateful that you have chosen to study in the School of Spiritual Leadership. We are an open organization. You may call on any of us for support to enhance your experience. I stand with you in knowing your experience is rich and rewarding in important ways that serve your unique calling and interest.

Many blessings,

A handwritten signature in black ink that reads "Kathy Hearn". The signature is written in a cursive, flowing style.

Dr. Kathy Hearn
Director
School of Spiritual Leadership

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Mission, Goals and Objectives

The School of Spiritual Leadership offers quality distance education programs in consciousness studies to spiritual leaders preparing for service in the global community.

Goal: Our goal is to provide quality instruction to future spiritual leaders so that they may fulfill the Mission. Through the courses that comprise the program, students engage in the process of becoming spiritual leaders. The distance education courses provided through Holmes Institute® educate students in metaphysical consciousness studies from the foundation of applied metaphysics. Holmes Institute’s program is unique in its incorporation of religious/spiritual, scientific, philosophical, educational, psychological, and leadership-oriented coursework. All of these subject areas influenced and continue to influence the development of the applied metaphysics tradition. Applied metaphysics draws on the traditions from across the world’s religious and spiritual teachings (especially their mystical branches) and integrates science, psychology, and philosophy. Applied metaphysics’ focus is on the work done in the individual consciousness to understand more deeply, to incorporate various perspectives, to seek similarities between people and cultures, and to live and act with integrity following a set of spiritual principles. As individual consciousness changes, so the cultural consciousness changes. The changes in individual consciousness come first before any real and substantive change occurs in the outer world. The School of Spiritual Leadership and Holmes Institute® believe it is important to develop the ability to discern how individual thinking creates life experiences and how changed thinking creates new experiences, and to understand how this perennial principle has been discussed over the centuries. Our vision is to assist the spiritual leaders of the 21st century and beyond to learn the tools and skills required to lead and guide others in navigating life in the current and future environment of ever-more-rapid change, global climate crisis, need for deep community in a world of virtual living, and shift from “religious” to spiritual life.

Program Outcomes

Certificate in Consciousness Studies

Students will be able to:

- Differentiate religious, philosophical, and scientific origins of consciousness studies.
- Apply psychological theory to support and promote individual and community spiritual growth.
- Adapt spiritual leadership practices to real-world scenarios.
- Analyze selected scientific theories as applied to concepts and practices of spirituality.
- Synthesize consciousness concepts and apply research methods to spiritual community life.

Certificate in Spiritual Studies

Students will be able to:

- Differentiate religious, philosophical, and scientific origins of consciousness studies.
- Adapt spiritual leadership practices to real-world scenarios.
- Analyze selected scientific theories as applied to concepts and practices of spirituality.

Administration Contact Information

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Centers for Spiritual Living 573
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Monday-Friday, 8am to 5pm (Mountain Time)

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Email: librarian@holmesinstitute.edu

Website: <https://csl.org/>

Introduction

Centers for Spiritual Living (CSL) is the organization that widens the reach of the philosophy, the faith and the way of life of the Science of Mind and Spirit and extends it throughout the world.

CSL's School of Spiritual Leadership Distance Education program, provided through Holmes Institute®, examines the great wisdom of the world. Our students study the world's most influential religions, philosophy, psychology, science and spirituality, leadership, and education. They experience the same synthesis of great wisdom and universal spiritual principles that Dr. Ernest Holmes did in developing philosophy, faith, and way of life into the Science of Mind and Spirit. And they study with current experts in the six disciplines.

A spiritual leadership academic program is based on the need for diverse and comprehensive education. Spiritual Leaders are expected to be conversant in a variety of topics including New Thought and the metaphysical philosophers who preceded it. In taking these courses, students become knowledgeable about Christianity, Buddhism, Islam, Judaism, Hinduism, Sufi, Kabbalah and Classical Philosophy. And they become aware of humanistic psychology, learning theory and the latest scientific thinking that relates to spirituality.

Coursework

All School of Spiritual Leadership distance courses are delivered via distance education (online). These courses provide the academic foundation in a series of theoretical courses offered by internationally known professors. Registration is done online, and students are linked to their course materials, book lists, course requirements, and dates and times for video conferences through a learning management system. Questions and concerns may always be directed to the Administrative Registrar.

Courses are comprised of 10 one-hour lectures (audio or video) and one introductory video, required textbooks, and two or three video conferences with the professor and classmates. All courses require assessments, usually written essays or exams. Generally, students take one or two of these courses per term. A few courses are delivered in real-time.

Capstone Exams

To become a licensed CSL minister, each student must take and pass five (5) proctored comprehensive Distance Education Capstone Exams and five (5) proctored comprehensive Ministerial Education Capstone Exams, both set of exams covering the major areas of study. Capstone Exams are offered twice each year in the Spring and Fall quarters. Students are assessed a Capstone Exam fee of \$75 for the Distance Education Exams and \$75 for the Ministerial Education Exams, for a total of \$150. The exam fees are paid through the registration system prior to taking the Capstone Exams. Distance Education Capstone Exams and Ministerial Education Capstone Exams may be taken in different Quarters. Capstone Exams may be taken only after all coursework and requirements have been successfully completed.

Capstone Exams are graded by licensed Centers for Spiritual Living ministers who have accredited Master's Degrees. All answers to these exams must meet the equivalent of a passing grade of A or B for satisfactory completion.

Students must provide a government-issued picture ID (e.g., driver's license) to take exams.

Students need reliable internet access with speeds suitable for streaming video and accessing large files. Students will also need an email account and word processing software that can save files in Microsoft Word format.

Initial Program Exams

In addition to the Capstone Exams, which are taken upon completion of the program, at least one proctored examination must be taken by all students. The first (“Initial program exam”) occurs after students complete REL 501, World Religions. Part of the final assessment for REL 501 is a one- to two-hour proctored essay examination.

Admissions for Distance and Ministerial Education/Ministerial Training for Students with High School Diplomas or their Equivalent.

Requirements

The School of Spiritual Leadership Ministerial Training Program is open to Licensed Practitioners of Centers for Spiritual Living (CSL) who have a High School Diploma or its equivalent. Licensed Practitioners bring to the School of Spiritual Leadership a foundation of spiritual consciousness and knowledge that we believe is essential to a career in a Science of Mind ministry. Each of our successful applicants must also have been an active member of a CSL Center for the previous two years, filling leadership roles as an engaged participant in the community.

The School of Spiritual Leadership has an enrollment policy that allows students to enter the program at the beginning of any term.

To become a CSL minister, you must apply for:

- 1) the Certificate in Consciousness Studies program (18 Distance Education courses –
(Refer to this catalog for more information)

OR

- the Certificate in Spiritual Studies (10 Distance Education courses
(Refer to this catalog for more information)

AND

- 2) the Certificate in Ministerial Education program (19 Campus Ministerial Courses
(Refer to the Certificate in Ministerial Education catalog for more information)

The application will guide you through these choices.

How to Apply

First: Contact the Dean/Primary Teacher of the location through which you would like to do your ministerial training to discuss your interest in ministerial training and to receive information and support regarding your Distance Education program choice and the application process. For a listing of Campuses and Primary Teacher Centers, refer to the Certificate in Ministerial Education Catalog.

You may also contact the Administrative Registrar to review the admission process and request your application materials.

Second: The Dean or Primary Teacher of the location through which you wish to do your ministerial training will request that an application email and link be sent to you by the Director of the School of Spiritual Leadership. Follow the specific instructions - complete the Application by providing all items requested. During the admissions process, students are required to submit a copy of a government-issued photo identification for

their file (e.g., driver's license, passport, etc.). Payment for the admissions fee will be required in the application form before submitting the application. Upon acceptance into the programs, you will be sent an Enrollment Agreement and a link to pay the enrollment fee.

The Regional Dean or Primary Teacher may request additional documentation. Barring other arrangements, no one is admitted to the Distance or Ministerial Education programs before completing the entire application process.

The language of instruction at the School of Spiritual Leadership is English. Students whose first language is not English must submit evidence of passing a Test of English as a Foreign Language (TOEFL) with a minimum score of 530.

The Dean/Primary Teacher and School of Spiritual Leadership Director make the final decision of admission approval and, which is subject to completion of all application requirements.

Additional requirements of the admissions process (noted on the application):

- a valid and current Practitioner License maintained throughout ministerial training.
- three recommendations: Use the Recommendation Form included in the email to request two recommendations from a CSL minister, licensed practitioner, or a long-time professional colleague. A third recommendation is required from your Senior Minister, recommending you for this program. The Recommendation Forms are to be sent via email to applications@csl.org.
- a clean background-check.
- a letter from the Regional Dean or Primary Teacher accepting you into ministerial training. This will be written and sent to the Administrative Registrar once the determination of acceptance is made.
- official transcripts from your previously attended schools and requested by you. Note: If the transcript is not in English, it must be submitted through World Education Services Credential Evaluation. Submit the original transcript and the English translation with the application packet. The student is responsible for any fees.
- complete and submit all application documents before the application deadline.

Quarterly Application Deadlines

- Fall Term: July 1
- Winter Term: October 1
- Spring Term: January 1
- Summer Term: April 1

After Admissions Requirements

Students may complete this Distance Education program in as few as two years and as many as six years. Students enroll for one term at a time, and they pay tuition for one term at a time. If the student will enter ministerial training at a Campus location, they may apply to enter the School of Spiritual Leadership during any of the four terms per year. If the student will enter ministerial training at a Primary Teacher Center, they may apply to enter the School of Spiritual Leadership when the Primary Teacher Center opens admissions (generally every three years). To remain in good standing, a student must take at least one course in at least three of the four terms in an academic year while attending the School of Spiritual Leadership. If a student desires or finds it necessary to take a second quarter off in a given academic year, the student must discuss the situation with

their Dean/Primary Teacher and the request must be approved by the student's Dean/Primary Teacher after discussion. If more time off from classes is requested, the student may seek permission for a formal leave of absence from their Dean/Primary Teacher. Such formal leave of absence must be agreed upon in advance, and may be taken for a period not longer than one year.

Students need reliable internet access with speeds suitable for streaming video and accessing large files. Students will also need an email account and word processing software that can save files in Microsoft Word format.

Graduation Requirements

Certificate in Consciousness Studies Program

Students must complete the following graduation requirements:

	<u>Distance Education Course Requirements</u>
Science	12
Religion	18
Psychology	6
Philosophy	9
Leadership	6
Education	3
<hr/>	
Total Quarter Credits	54

Certificate in Spiritual Studies Program

Students must complete the following graduation requirements:

	<u>Distance Education Course Requirements</u>
Science	6
Religion	9
Psychology	3
Philosophy	6
Leadership	3
Elective	3
<hr/>	
Total Quarter Credits	30

A full-time student must take a minimum of one class in at least three of the four terms in an academic year.

Senior Status and Requirements for Program Completion

Each student will submit to the Administrative Registrar a Notification of Program Completion form one year in advance of their anticipated completion date. "Completion" means all courses are completed and Capstone Exams are taken and passed. Therefore, if a student anticipates taking Capstone Exams in Fall of 2026, they should file a Notification of Program Completion not later than Fall of 2025. If the Capstones will be taken in Spring of 2027, the Notification of Program Completion should be filed not later than Spring of 2026.

A student may choose to complete the requirements in effect (i) during the year they were accepted into the School of Spiritual Leadership, or (ii) during the year they complete their program. (Note: there may be no difference between the two, but if course requirements have changed, the student may choose between the two sets of requirements.)

Sample Tuition and Expenses

Certificate in Consciousness Studies

Application fee (\$75) and enrollment fee (\$200)	\$275
18 three-credit courses at \$525 each	9,450
Capstone Exam fee	75
Total for Certificate in Consciousness Studies	\$9,800

Estimated Yearly Expenses over a Three-Year Program

Application	\$275
First Year	
Six three-credit courses	<u>3,150</u>
	\$3,425
Second Year	
Six three-credit courses	3,150
Third Year	
Six three-credit courses	3,150
Capstone Exam fee	<u>75</u>
	<u>3,225</u>
Total for Certificate in Consciousness Studies	\$9,800

Certificate in Spiritual Studies

Application fee (\$75) and enrollment fee (\$200)	\$275
10 three-credit courses at \$525 each	5,250
Capstone Exam fee	<u>75</u>
Total for Certificate in Spiritual Studies	\$5600

Estimated Expenses Over a Three-Year Program

Application	\$275
First Year	
Four three-credit courses	<u>2,100</u>
	\$2,375
Second Year	
Three three-credit courses	1,575
Third Year	
Three three-credit courses	1,575
Capstone Exam fee	<u>75</u>
	<u>1,65</u>
Total for Certificate in Spiritual Studies	\$5,600

All figures are estimates. Actual annual tuition and expenses may vary depending on an individual student's timeline. Students have a minimum of two, and maximum of six, years to complete the program. Costs are subject to change and do not include the cost of books or other materials. Book expenses are estimated at \$1,061-1,350.

Academic Calendar

Fall 2022

Application Deadline: July 1, 2022

Registration: August 4 at 9:00 am to August 24, 2022 at 5:00 pm Mountain

New Student Call: August 1, 2022 at 5:00 pm Mountain

Term: September 12 to November 21, 2022

Capstone Exams: September 26 to November 7, 2022

Winter 2023

Application Deadline: October 1, 2022

Registration: November 3 at 9:00 am to November 23, 2022 at 5:00 pm Mountain

New Student Call: October 31, 2022 at 5:00 pm Mountain

Term: January 9 to March 20, 2023

Capstone Retakes: three days, scheduled as needed

Spring 2023

Application Deadline: January 1, 2023

Registration: February 23 at 9:00 am to March 15, 2023 at 5:00 pm Mountain

New Student Call: February 20, 2023 at 5:00 pm Mountain

Term: April 3 to June 12, 2023

Capstone Exams: April 17 to May 29, 2023

Summer 2023

Application Deadline: April 1, 2023

Registration: May 11 at 9:00 am to May 31, 2023 at 5:00 pm MT

New Student Call: May 8, 2023 at 5:00 pm Mountain

Term: June 26 to Sept 24, 2023

Capstone Retakes: three days, scheduled as needed

Course Schedule

Certificate in Consciousness Studies

This is our suggested order of courses for the program.

Term	Area	No.	Title	Instructor	Units	Capacity
Required						
Fall/Spring	EDU	501	Research Methodology	Dr. Victoria Bomberry	3	15
Winter/Summer	LAD	504	Teaching & Learning Online/Facilitating Virtual Community	Laura Hallett	3	15
Fall/Spring	REL	501	World Religions	Dr. Sharon Coggan	3	20
Winter/Summer	REL	504	Understanding the Bible	Dr. Greg Salyer	3	20
Summer	PSY	504	Speaking Earth: Planetary Psychology, Philosophy, & Cosmology	Dr. Craig Chalquist	3	25
Spring	SSP	503	Science and Spirituality	Dr. Amit Goswami	3	25
Winter	SSP	508	Spirituality and the Brain	Mark Waldman Dr. Andrew Newberg	3	30
Fall	PSY	503	Wm. James & the Stream of Consciousness	Dr. Jeffrey Mishlove	3	25
Choose One						
Spring	PHI	508	Paradigms of Consciousness	Dr. Christian de Quincey	3	25
Winter	PHI	509	Mythology, Cosmology & Worldview	Dr. Devon Deimler	3	25
Choose One						
Spring	LAD	501	Outer and Inner Creativity	Dr. Janelle Barlow	3	25
Winter	LAD	503	Fostering a Noble Purpose	Dr. Judi Neal Dr. Johanna Janssen	3	25
Fall	LAD	506	Theory and Practice of Spiritual Leadership	Dr. Bary Fleet	3	25
Choose One						
Winter	PHI	502	Classical Philosophy	Dr. Pierre Grimes	3	25
Fall	PHI	505	Birth of Consciousness	Dr. Greg Salyer	3	15
Choose One						

Summer	PHI	504	Mind in the Cosmos	Dr. Christian de Quincey	3	25
Fall	PHI	506	Writings of Thomas Troward	Dr. Tom Sannar	3	15
Winter	PHI	507	Emerson and American Idealism	Dr. Greg Salyer	3	15
Choose Four						
Fall	REL	502	Spiritual Philosophies of the West	Dr. Stephan Hoeller	3	25
Fall	REL	503	Wisdom of Kabbalah	Dr. Yosef Rosen	3	25
Spring	REL	505	Upanishads and Bhagavad Gita	Dr. Krista Noble	3	25
Summer	REL	506	Buddhism in the Modern World	Dr. Kim Kaiser	3	25
Spring	REL	507	Gnosticism	Dr. Stephan Hoeller	3	25
Spring	REL	509	Eclectic Writings of Holmes	Dr. Tom Sannar	3	15
Winter	REL	510	African Americas Diasporic Spirituality	Dr. Will Coleman	3	25
Choose Two						
Summer	SSP	502	Psi Research	Dr. Jeffrey Mishlove	3	25
Spring	SSP	506	Essentials of Mind/Body Medicine	Dr. Martin Rossman	3	25
Fall	SSP	507	Quantum Doctor	Dr. Amit Goswami	3	25

Certificate in Spiritual Studies

This is our suggested order of courses for the program.

Term	Area	No.	Title	Instructor	Units	Capacity
Required						
Winter/Summer	LAD	504	Teaching & Learning Online/Facilitating Virtual Community	Laura Hallett	3	15
Fall/Spring	REL	501	World Religions	Dr. Sharon Coggan	3	20
Winter/Summer	REL	504	Understanding the Bible	Dr. Greg Salyer	3	20
Summer	PSY	504	Speaking Earth: Planetary Psychology, Philosophy, and Cosmology	Dr. Craig Chalquist	3	25
Winter	SSP	508	Spirituality and the Brain	Mark Waldman Dr. Andrew Newberg	3	30
Spring	SSP	503	Science and Spirituality	Dr. Amit Goswami	3	25
Spring	REL	509	Eclectic Writings of Holmes	Dr. Tom Sannar	3	15
Choose One						
Spring	PHI	508	Paradigms of Consciousness	Dr. Christian de Quincey	3	25
Winter	PHI	509	Mythology, Cosmology & Worldview	Dr. Devon Deimler	3	25
Choose One						
Winter	PHI	502	Classical Philosophy	Dr. Pierre Grimes	3	25
Fall	PHI	505	Birth of Consciousness	Dr. Greg Salyer	3	15
Electives - Choose One						
Fall	LAD	506	Theory and Practice of Spiritual Leadership	Dr. Bary Fleet	3	25
Summer	PHI	504	Mind in the Cosmos	Dr. Christian de Quincey	3	25
Fall	PHI	506	Writings of Thomas Troward	Dr. Tom Sannar	3	15
Winter	PHI	507	Emerson and American Idealism	Dr. Greg Salyer	3	15

Fall	REL	502	Spiritual Philosophies of the West	Dr. Stephan Hoeller	3	25
Fall	REL	503	Wisdom of Kabbalah	Dr. Yosef Rosen	3	25
Spring	REL	505	Upanishads and Bhagavad Gita	Dr. Krista Noble	3	25
Summer	REL	506	Buddhism in the Modern World	Dr. Kim Kaiser	3	25
Spring	REL	507	Gnosticism	Dr. Stephan Hoeller	3	25
Winter	REL	510	African Americas Diasporic Spirituality	Dr. Will Coleman	3	25

Course of Study

Certificate in Consciousness Studies

Education

Required total units: 3

EDU 501 Research Methodology (required)

3 units

Dr. Victoria Bomberry

This course is an introduction to the craft of research. Students are introduced to the relevancy of research in ministry and spiritual leadership. During the course, students are guided through the thinking in research. The objective of the course is to teach the students how to conduct a systematic problem. Students will have the opportunity to learn how to apply their understanding of research to their work in other courses as well as in their role as spiritual leaders.

Leadership

Required total units: 6

LAD 501 Outer and Inner Creativity

3 units

Dr. Janelle Barlow

This course will focus on understanding what creativity is, how it occurs and which skills are applied to facilitate the creative process. This course emphasizes techniques to enhance creativity and their application in a variety of settings. Students will learn the necessary and essential skills to be more creative, so they may utilize the methods and techniques taught to effectively work with their own ministry, help build spiritual community, and create innovative programs and services.

LAD 503 Fostering a Noble Purpose for the Individual and the Organization

3 units

Dr. Judi Neal and Dr. Johanna Janssen

This powerful course guides the student through the process of defining their Noble Purpose for their life through a five-session series of live teleconferences with the instructor. By moving through the steps and

wisdom of their Essential Self. The remaining five sessions empower the student to take this same process into leadership to create purposeful, high-spirited communities and organizations.

LAD 504 Teaching & Learning Online/Facilitating Virtual Community (required) 3 units

Rev. Laura Hallett

During this real-time, interactive, on-line course, students learn to use technology to expand the reach of their spiritual leadership, no matter what form that leadership may take. Students will learn how to facilitate community on-line using the most current learning theories as well as experience using those theories during real-time, collaborative facilitation experiences. All students will refine their teaching skills. Students will study transformational learning and may transform the way they think about themselves as learners and spiritual leaders. This class meets weekly in real time for two hours per week.

LAD 506 Theory and Practice of Spiritual Leadership 3 units

Dr. Bary Fleet

This course addresses the challenge of leadership in a spiritual community by reviewing and applying relevant theories of leadership to the practice of spiritual leadership. The approach considers the challenges in building and sustaining a vibrant leadership council and community that fulfills its vision and mission. Emphasis is placed on exercise of leadership as service-oriented and context-bound. Through lectures, cases studies, and exercises, students work to seek practical solutions to actual and hypothetical dilemmas in leading spiritual communities.

Philosophy

Required total units: 9

One of either PHI 502 Classical Philosophy or PHI 505 Birth of Consciousness in Early Greek Thought is required.

One of either PHI 504 Mind in the Cosmos, PHI 506 Complete Writings of Thomas Troward, or PHI 507 Emerson and American Idealism is required.

One of either PHI 508, Paradigms of Consciousness, or PHI 509, Mythology, Cosmology & Worldview, is required

PHI 502 Classical Philosophy 3 units

Dr. Pierre Grimes

This course surveys the origins and outcomes of the early thinkers who have come to be associated with the core foundation of classical philosophy. It begins with a study of pre-Socratic thinkers and traces the evolution of concepts about consciousness as developed by some of the world's greatest philosophers. Through a study of pre-Socratic philosophers, we glimpse into the origins and early development of philosophy which later led to a system of thought developed by Plato, Aristotle, Plotinus, and Proclus. Their wisdom and insights about the nature of man and the world have proven to be profound as well as lastingly beautiful.

PHI 504 Mind in the Cosmos 3 units

Dr. Christian de Quincey

This course explore a cosmology where cosmos and consciousness have coexisted from the beginning. We will closely examine the mysterious relationship between mind and matter from the perspectives of four major worldviews—dualism, materialism, idealism, and panpsychism - and will focus on the “most likely” story that

can account for mind in the cosmos. A key guide on our journey will be philosopher and mathematician Arthur M. Young, and his seven-stage model of the evolution of consciousness.

PHI 505 The Birth of Consciousness in Early Greek Thought

3 units

Dr. Greg Salyer

This course addresses a period of history that the modern philosopher Eric Voegelin named The Great Leap of Being, a few thinkers on the fringes of the Greek world began to explore the nature of the cosmos and with it the nature of human being. The Great Leap of Being described a period roughly from 800-300 BC when many great teachers were alive and presenting consciousness-altering visions of truth, reality and meaning. An important addition to course material will be a consideration of the Eleusinian and Delphic Mysteries and their relation to a new vision of consciousness.

PHI 506 The Complete Writings of Thomas Troward

3 units

Dr. Tom Sannar

This course explores the complete writings of Thomas Troward based upon all of his published books and shows why Troward is the foundation for the entire teaching of Science of Mind and Spirit as it was intended by Dr. Ernest Holmes. To understand the complete theoretical foundation of Science of Mind and Spirit, it is necessary to understanding of the complete writings of Troward.

PHI 507 Emerson and American Idealism

3 units

Dr. Greg Salyer

This course will explore the work and thought of American philosopher Ralph Waldo Emerson through the development of what came to be known as Transcendentalism. We will study how this philosophy developed from the Perennial Philosophy through European Idealism to become a unique expression of a vital philosophical vision.

PHI 508 Paradigms of Consciousness

3 units

Dr. Christian de Quincey

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PHI 509 Mythology, Cosmology, & Worldview**3 units**

Dr. Devon Deimler

Myth is a creature of shifting forms and meanings. Mythology (the study of myth), therefore, is a creature of many eyes—many ways of seeing myth (including barely seeing it at all!). This course will introduce core theories for understanding myth from those branches of the humanities that have especially adopted myth into their methods, including religious and ritual studies, depth psychology, hermeneutics, aesthetics, and the arts. We will explore the historical and continuing relationship of myth and philosophy, creative and imaginal engagements with myth, and modern interpretations of just what constitutes the mythic. We will look at myth from the perspectives of creation, destruction, perpetuation, and from below (the underworld). And, of course, we will approach myth through its own stories. Myth is, by one definition, the stories we tell ourselves *about* ourselves; they form our very worldviews and the cosmologies that comprise our sense of place and value. Myth illustrates the sacred in the profane. It functions consciously and unconsciously, metaphorically and physically. Myth has the power to do great harm and to provide great healing and guidance. This course aims to help students appreciate the scope of myth, to consciously and conscientiously engage myths from “other” cultures, and—above all—to notice the myths at work in their own lives and times.

Psychology

Required total units: 6

PSY 504 Speaking Earth: Planetary Psychology, Philosophy, and Cosmology (required)**3 units**

Dr. Craig Chalquist

The key endeavor of this course is to learn about and practice ways of turning up the ongoing conversation, largely nonverbal and unconscious, between ourselves and the world, including natural settings, elements, rivers, seas, and hills, but also objects, roadways, houses, and cars. We will work psychologically, philosophically, and spiritually, surveying paths delineated and making a few of our own.

The disciplines involved include depth psychology, deep ecology, ecopsychology, ecotherapy, ecospirituality (including spiritual ecology), dream studies, terrapsychology, nature mythology and folklore, and Hermeticism as a lost Earth-honoring wisdom path.

PSY 503 William James and the Stream of Consciousness (required)**3 units**

Dr. Jeffrey Mishlove

William James is possibly America’s most important thinker of the nineteenth century. He is known as the father of psychology in the United States, one of the founders of the pragmatic school of philosophy, and the thinker who initiated the academic study of religious experience. In addition, he was a deep student of psychical research and engaged in scientific study of spiritualistic claims. This course focuses on James’ classic essay, “The Stream of Consciousness”, and elucidates the influences on James’ thinking – including Emanuel Swedenborg, Franz Anton Mesmer, Ralph Waldo Emerson, and Charles Sanders Peirce. It also explores subsequent developments that have emerged in the wake of James’ pioneering work – including applications in social activism, hypnosis, psychotherapy, psychic healing, and consciousness research.

Religion

Required total units: 18

REL 501 World Religions (required) 3 units

Dr. Sharon Coggan

This course offers an overview of the many great spiritual traditions of the world. Buddhism, Christianity, Hinduism, Islam, Judaism, Taoism, and others are introduced with an emphasis upon Judeo-Christian and Eastern concepts of consciousness.

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This course reviews the wisdom of the Upanishad and the Bhagavad Gita, The Song of God, which is the essence of Hindu spirituality. It is said that hearing the Upanishads with understanding leads from ignorance to liberation. The major themes of the Upanishads will be examined philosophically, as well as with integral realization in mind.

REL 506 Buddhism in the Modern World 3 units

Dr. Kim Kaiser

Buddhism is an integrated system that incorporates religious belief, philosophical analysis, and scientific inquiry. The foundation of the theory and practice of Buddhism focuses on the realities of suffering, its source and the

path to liberation. These ancient teachings will be integrated with contemporary field of knowledge, including psychology, physics and medicine.

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This course explores the practices of modern Gnosticism, a spiritual philosophy which flourished during the first three centuries of the Christian Era. Gnosticism holds that the path of enlightenment is in gnosis (true knowledge), which consists of both knowledge of the inner spiritual self and knowledge of divinity. This course is based primarily on the Nag Hammadi documents with emphasis on the contemporary relevance of Gnostic teachings.

REL 509 The Eclectic Writings of Holmes 3 units

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Science and Spirituality

Required total units: 12

SSP 502 Psi Research 3 units

Dr. Jeffrey Mishlove

This course surveys the current scientific studies and field research of paranormal phenomena and theories, including synchronicity, distant viewing, clairvoyance, precognition, and survival of consciousness after death.

SSP 503 Science and Spirituality (required) 3 units

Dr. Amit Goswami

This course is a brief history of the conflict between sciences and spiritual traditions. It reviews the reasons behind the division and explores the possibility of integrating scientific and spiritual cosmologies with respect to current perspectives of science and spiritual practices for inner growth. It also covers the basics of quantum physics and the connections between quantum physics and spirituality.

SSP 506 The Essentials of Mind/Body Medicine**3 units**

Dr. Martin Rossman

This course addresses the multifaceted dimensions of mind/body healing and reviews the expert mental data emerging from a variety of fields of study and research. The question which underscores the whole realm of mind/body medicine is, "Can consciousness heal the body of disease as claimed in all spiritual traditions and as vindicated by the data?" New and old answers to this question are explored as well as recent discussions about quantum healing and science within the study of consciousness.

SSP 507 The Quantum Doctor**3 units**

Dr. Amit Goswami

This course introduces an integral paradox-free approach to medicine based on quantum physics and the primacy of consciousness. The student learns how principles underlying both conventional allopathic medicine and alternative medicine can all be incorporated within the metaphysics of the primacy of consciousness. Various techniques of alternative medicine are explained from the perspective, such as the quantum chi of Chinese medicine and acupuncture, the East Indian medicine system of Ayurveda, chakra medicine, homeopathy, mind-body medicine, mental and spiritual healing. Finally the student explores the healing path as a path to spiritual growth.

SSP 508 Spirituality and the Brain (required)**3 units**

Mark Waldman and Dr. Andrew Newberg

This course examines the current neuro-scientific evidence showing how spiritual practices, religious beliefs, and positive thinking affect cognition, emotional regulation, and physiological health – and how to apply that knowledge in ways that can improve our communication, teaching, and spiritual leadership skills.

[Certificate in Spiritual Studies](#)**[Leadership](#)**

Required total units: 3

LAD 504 Teaching & Learning Online/Facilitating Virtual Community (required)**3 units**

Rev. Laura Hallett

During this real-time, interactive, on-line course, students learn to use technology to expand the reach of their spiritual leadership, no matter what form that leadership may take. Students will learn how to facilitate community on-line using the most current learning theories as well as experience using those theories during real-time, collaborative facilitation experiences. All students will refine their teaching skills. Students will study transformational learning and may transform the way they think about themselves as learners and spiritual leaders. This class meets weekly in real time for two hours per week.

LAD 506 Theory and Practice of Spiritual Leadership 3 units

Dr. Bary Fleet

This course addresses the challenge of leadership in a spiritual community by reviewing and applying relevant theories of leadership to the practice of spiritual leadership. The approach considers the challenges in building and sustaining a vibrant leadership council and community that fulfills its vision and mission. Emphasis is placed on exercise of leadership as service-oriented and context-bound. Through lectures, cases studies, and exercises, students work to seek practical solutions to actual and hypothetical dilemmas in leading spiritual communities.

Philosophy

Required total units: 6

One of either PHI 508 Paradigms of Consciousness or PHI 509 Mythology, Cosmology, and Worldview, is required.

One of either PHI 502 Classical Philosophy or PHI 505 Birth of Consciousness in Early Greek Thought, is required.

PHI 502 Classical Philosophy 3 units

Dr. Pierre Grimes

This course surveys the origins and outcomes of the early thinkers who have come to be associated with the core foundation of classical philosophy. It begins with a study of pre-Socratic thinkers and traces the evolution of concepts about consciousness as developed by some of the world's greatest philosophers. Through a study of pre-Socratic philosophers, we glimpse into the origins and early development of philosophy which later led to a system of thought developed by Plato, Aristotle, Plotinus, and Proclus. Their wisdom and insights about the nature of man and the world have proven to be profound as well as lastingly beautiful.

PHI 504 Mind in the Cosmos 3 units

Dr. Christian de Quincey

This course explores a cosmology where cosmos and consciousness have coexisted from the beginning. We will closely examine the mysterious relationship between mind and matter from the perspectives of four major worldviews—dualism, materialism, idealism, and panpsychism - and will focus on the “most likely” story that can account for mind in the cosmos. A key guide on our journey will be philosopher and mathematician Arthur M. Young, and his seven-stage model of the evolution of consciousness.

PHI 505 The Birth of Consciousness in Early Greek Thought 3 units

Dr. Greg Salyer

This course addresses a period of history that the modern philosopher Eric Voegelin named The Great Leap of Being, a few thinkers on the fringes of the Greek world began to explore the nature of the cosmos and with it the nature of human being. The Great Leap of Being described a period roughly from 800-300 BC when many great teachers were alive and presenting consciousness-altering visions of truth, reality and meaning. An important addition to course material will be a consideration of the Eleusinian and Delphic Mysteries and their relation to a new vision of consciousness.

PHI 506 The Complete Writings of Thomas Troward 3 units

Dr. Tom Sannar

This course explores the complete writings of Thomas Troward based upon all of his published books and shows why Troward is the foundation for the entire teaching of Science of Mind and Spirit as it was intended by Dr. Ernest Holmes. To understand the complete theoretical foundation of Science of Mind and Spirit, it is necessary to understanding of the complete writings of Troward.

PHI 507 Emerson and American Idealism 3 units

Dr. Greg Salyer

This course will explore the work and thought of American philosopher Ralph Waldo Emerson through the development of what came to be known as Transcendentalism. We will study how this philosophy developed from the Perennial Philosophy through European Idealism to become a unique expression of a vital philosophical vision.

PHI 508 Paradigms of Consciousness 3 units

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African Diasporic religions such as Candomble (Brazil), Lukumi (Cuba) and Santeria (Puerto Rico). Some components of them are present in Vodou (Haiti) as well. They were also transmitted into the more Protestant and resistant culture of the United States in a veiled form. In addition to Hoodoo, enslaved Africans embedded them into their emergent forms of African American Christianity, especially within the “Sanctified Church.”

Science and Spirituality

Required total units: 6

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Faculty

Janelle Barlow, Ph.D. jabarlow@alloutperform.com	Ph.D., Education, University of California Berkeley
Victoria Bomberry, Ph.D. warmicha@mac.com	Ph.D., Modern Thought and Literature, Stanford University
Craig Chalquist Craig@chalquist.com	Ph.D. in Depth Psychology, Ecopsychology emphasis, Pacifica Graduate Institute M.S. in Marriage & Family Therapy, California Lutheran University
Sharon Coggan, Ph.D. Sharon.Coggan@ucdenver.edu	Ph.D., Religious Studies, Syracuse University M.A., Religious Studies, Stanford University MTS., Master of Theological Studies, Harvard University, The Divinity School B.A., Religion, Philosophy and French, University of Denver
Dr. Will Coleman wcolemanphd33@gmail.com	Ph.D., Philosophical Theology, Systemic Theology, Philosophy of Religion, Theological Hermeneutics, Graduate Theological Union, Berkeley, CA
Christian de Quincey, Ph.D. cdeq@christiandequincey.com	Ph.D. Philosophy & Religion, California Institute of Integral Studies M.A., Interdisciplinary Consciousness Studies, JFK University
Devon Deimler, PhD. devon@prs.org	Ph.D. in Depth Psychology/Mythological Studies, Pacifica Graduate Institute M.A. in Mythological Studies, Emphasis in Depth Psychology, Pacifica Graduate Institute
Bary Fleet, Ph.D. Bary.Fleet@gmail.com	D.Min. Boston University, Pastoral Counseling Licensed Religious Science Practitioner
Amit Goswami, Ph.D. info@amitgoswami.org	Ph.D., Physics, University of Calcutta M.C.S., Physics, University of Calcutta
Pierre Grimes, Ph.D. pierregrimes@ymail.com	Ph.D., Philosophy, University of Pacific, CA M.A., Comparative Philosophy, University of Pacific, CA
Laura Hallett. lhallett@csl.org	M. Ed., Curriculum & Instruction, UNLV, NV
Stephan Hoeller, Ph.D. 323-467-2685	University of Innsbruck, Austria Professor Emeritus of Comparative Religion, University of Oriental Studies
Johanna Janssen, Ed.D. lfeanyi59@gmail.com	Ed.D., Nova Southeastern University
Kim Kaiser, Ed.D. kkaiser@holmesinstitute.edu	Ed.C., Counseling & Educational Psychology, University of San Francisco

Jeffrey Mishlove, Ph.D. jmishlove@thinkingallowed.com	Ph.D., Parapsychology, University of CA., Berkeley M. Crim., Criminology, University of CA, Berkeley B.S., Psychology, University of Wisconsin
Judi Neal, Ph.D. judi@edgewalkers.org	Ph.D., Organizational Behavior, Yale University
Dr. Andrew Newberg	M.D., Perelman School of Medicine, University of Pennsylvania B.A., Haverford College, University of Pennsylvania
Krista Noble, Ph.D. vedicphilosophy108@gmail.com	Ph.D., Vedic Science, Maharishi University of Management M.A., Vedic Science, Maharishi University of Management
Yosef Rosen, Ph.D. yosefrosen1@gmail.com	Ph.D., Jewish Studies, University of California, Berkeley Graduate Studies, Jewish Thought, Hebrew University, Jerusalem, Israel BA, Philosophy, Yeshiva University, NY
Martin Rossman, M.D. mrm555@aol.com	M.D., University of Michigan B.A., Pre-Med, University of Michigan
Dr. Greg Salyer greg@prs.org	Ph.D., Literary Theory, Contemporary Literature, and Religious Studies from Emory University's Graduate Institute of the Liberal Arts
Tom Sannar, J.D. dr.tomsannar@att.ent	University of Pacific, McGeorge School of Law Author of over 20 books and pamphlets relating to Science of Mind and Spirit
Mark Waldman, B.A. markwaldman3@gmail.com	B.A., University of California, Santa Cruz Adjunct Faculty, Loyola Marymount University, Los Angeles Co-Teaches with Dr. Andrew Newberg

Credit Hour Policy

The institution documents policies and procedures used to define the chosen academic unit of measurement. Academic units are measured by either clock hours or credit hours. The School of Spiritual Leadership's distance education courses are three quarter credit hours each as measured pursuant to the recommendations of the American Council on Education recommendations. For each quarter credit hour assigned, students participate in a minimum of 10 hours of academic engagement and complete at least 20 hours of preparation.

Instructional time includes asynchronous and synchronous learning where students are gaining new information and interacting with faculty. Instructional time may include any of the following.

- Material provided by faculty consisting of audio and video lectures and detailed syllabi.
- Required documents, videos, slides, and other materials linked to course pages in the learning management system.
- News forum dialogues with faculty and peers.
- Other activities that include faculty interaction and involvement.

Courses contain instructional materials which are primarily in an audio format. Weekly, students listen to an audio lecture for each course. These audio lectures are one hour in duration and cover a good deal of material. It generally requires students to listen to these recorded lectures two to three times in order to absorb the materials. Students should listen to lectures twice while taking detailed notes during the second listening. All of these interactions, including assessments and exams, are factored into determining the quarter credit hours assigned to each course.

The School of Spiritual Leadership Distance Education program relies on faculty subject matter experts to make the initial determination, and follows up with student feedback to verify the amount of time spent on various course activities including the amount of time students spend in order to achieve course/program outcomes.

Policies

Course Monitoring

Full tuition is required for courses audited by ministerial students. Registration is completed as instructed in this catalog.

Credit Transfers

Consideration for transfer credits is program specific. Courses must have been taken within the seven-year period preceding the date of submission (except in rare and truly exceptional circumstances) and the credit transfer request must be submitted within one year of beginning courses. Students must provide a transcript from an accredited university, course syllabus and, if possible, any course work that was submitted to the original faculty. Each course being considered must meet or exceed the outcomes assessments for the requested School of Spiritual Leadership distance course. The School of Spiritual Leadership does not transfer distance education courses for life experience.

School of Spiritual Leadership distance education students may request transfer credits as follows:

- Certificate in Consciousness Studies – maximum of 6 credits (up to 2 School of Spiritual Leadership/Holmes Institute® courses)

- Certificate in Spiritual Studies – maximum of 3 credits (1 School of Spiritual Leadership/Holmes Institute® course)

Students must submit a completed Transfer Credit Request Form with all supporting documentation and payment of \$150 evaluation fee for all courses submitted on that Transfer Credit Request form. In addition, there will be a \$100 fee for every three credits approved for transfer.

Course Change Fee

Once registration is completed any changes in course registrations requires a \$50 change fee that is paid directly to Centers for Spiritual Living. Once the term has started no changes or late registrations are allowed for the Distance Education courses. Contact the Administrative Registrar if you have any questions.

Student Grievances

If any student has a complaint or grievance of any kind such as grades, schedule, perceived unfairness, etc., he or she is expected to go directly to the person involved. If the situation is not resolved at the level of the instructor and student, the student is expected to contact the Director of the School of Spiritual Leadership in writing. The Director will respond to the student within 10 business days. Students may feel free to contact the Spiritual Leader of School of Spiritual Leadership's parent organization, Centers for Spiritual Living. Ministerial students are all Licensed Practitioners of Centers for Spiritual Living and are aware of the structure of the organization and how to contact all members in any leadership capacity. Utah students may find the link to file a grievance at <https://rules.utah.gov/publicat/code/r152/r152-34a.htm#T4>. Alaska students: the program is exempt from authorization under AS 14.48 and 20 AAC 17.015 because the program is online or distance delivered and does not have a physical presence in the state.

Registration and Class Attendance

Students have one year from the date of admission to start their coursework. Beginning with the first academic term of course participation, students have 6 years to meet all degree requirements for graduation. After one year from date of admission, students who do not complete their admission requirements or do not register for coursework within one year from date of admission must re-apply to the School of Spiritual Leadership and meet the new admission and program requirements in effect.

Class Continuity and Leaves of Absence

Once students have been admitted and begin registering and attending Distance Education courses, they must take at least one class in at least three of the four quarters each academic year, except as provided below. Students may take one quarter off, without class registration, per year, by notifying their Dean/Primary Teacher. If a student desires or finds it necessary to take a second quarter off in a given academic year, the student must discuss the situation with the Dean/Primary Teacher and the request must be approved by the Dean/Primary Teacher after discussion. If more time off from classes is requested, the student may seek permission for a formal leave of absence from the Dean/Primary Teacher. If approved, the Administrative Registrar and the Executive Committee are informed. Such formal leave of absence must be agreed upon in advance, and may be taken for a period not longer than one year, beginning with the first day of the first quarter the student takes off. For example, if a student takes a leave for Spring Quarter 2024, then Summer Quarter 2024, and then asks for a formal leave of absence, the one-year limitation on length of leave of absence begins with Spring Quarter 2024.

Inclusiveness and Nondiscrimination

The School of Spiritual Leadership practices inclusiveness among students, faculty, staff and administrators. The School does not tolerate discrimination on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation or veteran status in admission, access to, or treatment in, its educational programs and activities. The School provides equal opportunity to all students. All students shall have the same fundamental rights to equal respect, due process, and fairness in academic assessments, which are based solely on factors demonstrably related to performance as, and expectations of, students. All students share equally the obligations to exercise basic standards of fairness, equity, and inquiry that should always guide education. Sexual discrimination or harassment will not be tolerated, and all such situations should be reported promptly to the Director of the School of Spiritual Leadership, Dr. Kathy Hearn, at kathy@kathyhearn.com.

The School of Spiritual Leadership provides reasonable accommodations for disabilities diagnosed by a qualified professional. Contact the ADA Compliance Coordinator with the email ada@holmesinstitute.edu.

Withdrawal

A student may withdraw from courses or the program at any time and in any manner. It is the student's personal responsibility to promptly notify the Dean/Primary Teacher and the Administrative Registrar of their decision to withdraw from a course or from the program.

Re-admission

Students who must reapply for formal admission are:

- students who have not met their admission requirements one year from the date of submitting an application.
- students who have not met their admission requirements one year from the date of admission.
- students whose leave of absence exceeds one year.

Students who must reapply do so under the new admission and graduation requirements in effect at that time. Only students who return from a leave of absence in less than one year are exempt from reapplying. Prior coursework may be invalid under the new graduation requirements at the time of re-admission. Coursework from a previous admission period is valid for a period of seven years.

Code of Conduct

We are dedicated to the teaching and practice of the spiritual principles found within the New Thought metaphysical tradition. As such, faculty, staff, and students are expected to behave in a manner reflective of these spiritual principles in their individual behavior and in their relationships with others.

Course Conduct and Etiquette

In order to ensure that courses provide a safe and positive learning environment, students and faculty are expected to be respectful of each other. Any of the following may be grounds for formal warning and possible dismissal.

- Failure to maintain a respectful attitude in School of Spiritual Leadership courses and communications.
- Engaging in conduct that is deemed disruptive to the learning of others.
- Making defamatory statements that deliberately misrepresent others.

Non-Academic Dismissal

Individuals who violate the stated Code of Conduct will be disciplined and potentially subjected to further corrective action up to and including termination or expulsion. Therefore, students, staff, faculty, and other members of the school will be free of discrimination and harassment.

Academic Integrity

Student status is predicated on acknowledgment of and compliance with the spirit as well as the letter of standards and policies. Students who violate these standards – especially through such actions as personal or financial irresponsibility, plagiarism on exams or assignments, or other forms of dishonesty and lack of integrity – will come under review and remedial action. Dismissal from the School of Spiritual Leadership may result.

Note: The use of Internet material without proper citation is viewed as plagiarism.

All work submitted by a student must represent the student's original endeavor. When outside sources are used as references, the student must identify the source to make clear the extent to which the source has been used. Plagiarism and falsification of documents is a serious matter that will result in appropriate sanctions including loss of full or partial credit for the work, suspension for a specific period of time, or expulsion from the program.

Acts of copyright infringement include, but are not limited to, misusing copyrighted material in one's coursework and misusing material for which the institution owns the copyright (i.e., web site materials, course materials, publications, etc.).

Academic Term Evaluations

Students have regularly planned assessment experiences, phone conferences and e-mail discussion groups scheduled for each course. Each assessment or group activity is designed to enhance the learning process and all students are expected to fully participate. Faculty members utilize these activities to facilitate good communication and weigh student participation in each planned activity when determining final grades. Students receive as much information as possible about their academic progress throughout each quarter. Additional student evaluations and surveys may be conducted as needed to assess student success and program quality.

Students complete evaluations at the end of every distance education course to assess student satisfaction with course content, faculty and ability to meet goals.

Student Privacy Policies (FERPA)

Under the Family Education Rights and Privacy Act of 1974 (FERPA), eligible students are afforded certain rights pertaining to school records and personally identifiable information on file with the institution. An eligible student is defined as any person who is currently enrolled or has been enrolled in the institution's program. It is the policy of the institution to treat all student information, both personal and academic, as strictly confidential. The only exception(s) may be made when using a student's name and email address in course directories, chat rooms, and the like.

Students may request access to their academic records from the Academic Registrar. Student information is not available to any outside party unless the student requests, by written authorization, the records to be shared.

This written consent must include:

- the purpose of the disclosure
- the records that may be disclosed

- the party or class of parties to whom the disclosure may be made
- a signature and date

Satisfactory Academic Progress

Students are required to maintain an average of a 3.0. Any time a student receives a grade below 3.0 in a course, the student and the student's Dean or Primary Teacher are informed by e-mail of the grade. If a student receives a grade lower than a 3.0 in a course, the Academic Registrar runs a current transcript. When a transcript shows a GPA of lower than a 3.0, the transcript is then e-mailed to the student and the Dean/Primary Teacher. The Dean /Primary Teacher counsels the student and informs them that they are on academic probation.

The Dean/Primary Teacher then recommends next steps. Students are informed that they have three quarters to raise their cumulative GPA to a 3.0 or higher. Students are advised to meet with their Dean/Primary Teacher while on probation at least three times during the probation period to discuss options for improving their academic standing. The Dean/Primary Teacher provides assistance and may include the following topics.

- Using the Grade Point Average Calculation tool in the Student Lounge under Section V.
- Taking a leave of absence
- Acquainting the student with resources in the Student Lounge such as writing resources, tips for successfully interacting with professors, tips for using their news forums, etc.
- If necessary, the Dean/Primary Teacher suggests outside on-line and in-person resources about how to study effectively, how to write effective academic papers, etc.
- Students can be advised to retake a course. A higher grade will be substituted for the former grade on the student transcript.

Academic Dismissal

Students on academic probation who do not raise their GPA to a 3.00 or higher after three consecutive quarters will be dismissed from the School of Spiritual Leadership. Students who withdraw from the School of Spiritual Leadership while on probation will remain on probation if they return to the School. After one year, a student can apply for readmission with evidence that he or she has acted to correct the deficiencies which caused the dismissal. For example, courses taken in writing, studying, etc. The Executive Committee will make a decision whether or not to readmit.

Grading

Students are expected to be committed to their program of study by accepting responsibility for all program and course requirements. Students are expected to show pride in the integrity and quality of their academic coursework and successfully demonstrate proficiency in all skill and competency areas. Continuance and graduation require students to maintain a 3.0 grade point average (or "B") as a minimum.

A = 4 points, A- = 3.7 points (A+ = 100-98%, A = 97.99-93%, A- = 92.99-90%)

Exceptional: participates and contributes generously to class discussions and conferences; completes all assignments on time; demonstrates exceptional grasp of the subject and/or skill being taught; and passes all examinations and assessment experiences at the level of excellence set by the instructor for this grade.

B = 3 points, B+ = 3.3 points, B- = 2.7 points (B+ = 89.99-87%, B = 86.99-83%, B- = 82.99-80%)

Above average: participates willingly in class discussions, conferences and exercises; demonstrates a superior grasp of the subject and/or skill being taught; completes all assignments; and passes all examinations and assessment experiences at the level of excellence set by the instructor for this grade.

C = 2 points, C+ = 2.3 points, C- = 1.7 points (C+ = 79.99-77%, C = 76.99-73%, C- = 72.99-70%)

Not Satisfactory for a Master's level of academic coursework: maintains a positive attitude throughout the course; demonstrates a rudimentary grasp of the subject matter and/or skill being taught; and passes all examinations and assessment experiences at the basic level set by the instructor for this grade.

D = 1 points, D+ = 1.3 points, D- = .7 points

Barely passing. Not typically used in graduate work.

F = 0 points

Not passing: has made no discernible progress in the acquisition of knowledge and/or skills being taught; has failed to turn in one or more of the assignments; and has performed unsatisfactorily on reports, projects, or examinations. It can also mean students have missed more than the prescribed number of class sessions and/or assignments, exhibited a poor or unprofessional attitude, or have refused to participate or cooperate. Excessive "F's" at term end will mean strict probation or immediate dismissal. A grade of "F" requires students to repeat the course. I = 0 points

NC = No Credit

TC = Transfer Credit

Incomplete (course extension policy)

This grade will be given any time there are incomplete assignments or other extreme circumstances. The instructor's approval must be obtained prior to the end of the course to receive an incomplete in any course. The "I" must be cleared within the quarter following the end of the term, unless other arrangements are made with the instructor. If not cleared, the grade will automatically become an "F" and the course must be repeated and full tuition paid when the course is next offered, usually the following academic year. It is the responsibility of the student to contact the instructor and remove an "I" by completing the required work. No grade change will be issued without written confirmation to the Administration Office by the instructor.

Written Assignment Grading Scale

Your grade is evaluated on the degree to which your paper:

A

Includes the minimum requirements listed in "B" and "C" papers plus:

- Shows your grasp of key concepts and distinctions covered in the course.
- Insightful comment and coherent critique of key ideas and distinctions.
- Originality and creative application of key ideas and distinctions to a relevant theme of your own choosing. [Example: Not only using key concepts and distinctions, but presenting clear and coherent comment or critique of (in support of, or against) these ideas and distinctions.]

- Reflects writing/thinking which is truly exceptional. It demonstrates a thesis of unusual originality or organization or style as well as conceptual complexity or reveals extensive imaginative use of course materials. In addition, the essay is free of basic errors and adheres in all cases to the elements of appropriate formatting. (see A Manual for Writers of Research Papers by Kate Turabian et al for formatting guidelines.)
- The student has taken up an angle of vision towards the material such that some new understanding emerges from his/her engagement with it. If the paper is to be primarily expository, then both the scope and the quantity of the material discussed is outstanding, going well beyond the basic requirements of the assignments.

B

Minimum Requirements (as below, plus)

- Comprehensiveness (the more material you include the better).
- Application to your own experience (include real-life examples). [Example: Using concepts and distinctions learned in the course to help clarify some personal experience.]
- Demonstrates a solid grasp of course materials, a clear, well organized presentation and a thesis that is consistently developed throughout the paper. The work represents a thorough synthesis and commentary on the material that, while not necessarily moving the ideas into any new or original terrain, nonetheless reveals a sure and deep understanding of it and a competent expression of that comprehension. If the paper's intention is to move towards personal insight based on the course material, then this category of grade reveals some original discovery.

C

Minimum Requirements

- Paper is relevant to the material covered in the course (texts and lectures) and shows your grasp of key concepts and distinctions covered in the course.
- Coherency / Conceptual clarity Example: Clear and straightforward summaries, in your own words, of material covered in the course.
- Reflects work that shows a familiarity with the course material, but is perhaps too personal or too subjective, and lacks a clear thesis and focus, does not engage in any sustained way the idea or image, or has repeated errors in writing, formatting and facts. Where subjective writing is called for, the paper lacks an adequate grasp of the necessary underlying theory developed in the course and is therefore overly subjective. It contains many assertions that have no support or authoritative voice to help support what is said and assumes that the reader will simply accept what is declared at face value.
- Absent in C work is any original thought, complexity, subtlety or reflective sense of the ideas or insights from the course.

Below C

Unacceptable. Reflects generally scattered and unfocused writing that includes course material only minimally, is almost entirely personal, has no discernible thesis, tends to drift from one idea to another and is flawed in writing, format and style. It is absent of any elegance in thought or expression. The format is arbitrary and inconsistent with the accepted rules governing documentation and style in presentation. It appears as the product of carelessness, speed and a lack of any deep reflection, evidenced most prominently by sloppy

proofreading or extreme brevity or scattered notes, incomplete form or failure to develop a thought with any finesse, subtlety, or overall coherence.

Transcripts

Official transcripts are available through the Administrative Registrar during normal business hours: Monday through Thursday 8:00 am to 5:00 pm Mountain Time.

Academic Freedom

The School of Spiritual Leadership honors the expertise of its faculty and provides the freedom to teach, dialogue, assess, and discuss academic issues with students without threat of any reprisals or intimidation.

Course Cancellations

The School of Spiritual Leadership reserves the right to cancel courses if student enrollment is insufficient.

FAQs

What computer skills do I need?

Having a basic computer literacy and the skills to communicate with others on the Internet are required of all entering students. All students must have regular access to e-mail and have a dedicated e-mail address to fully participate in their program of study. All students must have access to a web browser to access the Student Portal which is the structure through which all distance courses are delivered. Chrome is the recommended web browser. All courses utilize the news forums. All courses also regularly utilize e-mail with the faculty and other students throughout the academic year.

How do I withdraw from courses or scheduled events?

Students may withdraw at any time and in any manner. You may withdraw by sending a written request for withdrawal to the Administrative Registrar. Also inform your Dean/Primary Teacher. A "W" will be noted on your transcript. If you are unable to complete the course because of some serious disability or extenuating circumstances, you may request an "I" (Incomplete) for the course and negotiate a completion date. If the Incomplete is not completed and a grade is not submitted by the instructor by the end of the following term (unless other arrangements are made with the instructor for exceptional circumstances), the Registrar will replace the I with an F and you will need to retake (and pay for) the course.

What about exams?

Each distance course has assessments and teleconference requirements.

May I Audit a Course?

Full tuition is required for audited courses. Registration is completed as instructed in this catalog.

What are the time limits for attendance?

Students have one year from the date of their admission to start their coursework. Beginning with the first academic term of course participation, students have six years to meet all degree requirements for graduation.

What resources are available if I am having difficulty with my course work or a question about my final grade?

Please contact the Director of the School of Spiritual Leadership, who is always happy to discuss such matters with students.

Rev. Dr. Kathy Hearn
Phone (858) 245 3077
Email: kathy@kathyhearn.com

Who do I contact to change my contact information?

Dar Herfurt
Administrative Registrar
Phone: 720-279-8992
Fax: 303-526-0913
Email: dherfurt@csf.org

Library Resources

You may contact the librarian at librarian@holmesinstitute.edu.

Google Scholar

Provides a search of scholarly literature across many disciplines and sources, including theses, books, abstracts and articles. <http://scholar.google.com/>

Google Books

Google Books is a service that searches the full text of books and magazines that Google has scanned, converted to text using optical character recognition, and stored in its digital database. It includes large selections of works that pertain to the subjects in consciousness studies. <https://books.google.com/>

The Online Books Page

A website that facilitates access to books that are freely readable over the Internet.

<http://onlinebooks.library.upenn.edu/>

Bartleby

The preeminent internet publisher of literature, reference and verse providing students, researchers and the intellectually curious with unlimited access to books and information on the web, free of charge.

<http://www.bartleby.com/>

Project Gutenberg

Offers over 54,000 free eBooks: Choose among free epub books, free kindle books, download them or read them online. You will find the world's great literature here, especially older works for which copyright has expired. We digitized and diligently proofread them with the help of thousands of volunteers.

http://www.gutenberg.org/wiki/Main_Page

Questia

Find and read free books online by some of literature's greatest authors.

<https://www.questia.com/library/free-books>

Perseus Digital Library

An evolving collection of resources for the study of the ancient world, including archaeology, atlas, texts and translations, text tools and lexica. <http://www.perseus.tufts.edu/hopper/>

The 8 Best Digital Libraries

Books, maps, films and audio-books that would be difficult to find in physical form.

<http://www.faena.com/aleph/articles/the-8-best-digital-libraries/>

Science of Mind Archives & Library Foundation

The archives and library are located in Golden, CO where they occupy a designated leased space within the international headquarters for the Centers for Spiritual Living. This facility is secure and climate-appropriate to ensure our precious documents and artifacts are preserved.

Archived items include photographs, poetry, class and lecture tapes and transcripts, radio talks, class curricula, manuscripts, letters, and videos as well as all of Holmes' published books. Other items preserved in the Archives are a complete run of Science of Mind and Creative Thought magazines, rare books by early New Thought writers, and meeting minutes of the Religious Science organizations from their inception.

The Archives library has approximately 12,000 volumes of new and rare books by metaphysical authors, great theologians, and popular self-help authors. It is one of the largest collections of metaphysical books in the United States. We are constantly adding materials today...for the history of tomorrow.

The website is an invaluable resource for students, researchers, historians and spiritual seekers around the world. It contains hundreds of published and unpublished writings of Dr. Ernest Holmes and key leaders of the New Thought Movement. It offers books, pamphlets and magazines as well as collections of other New Thought writings. Audio recordings of master teachers of our movement as well as videos of Wise Sages are also available.

The Archives is dedicated to presenting a complete library of Science of Mind in digital, searchable format. Check back frequently to see what is new at the Archives!

<http://scienceofmindarchives.com/>

Tuition Refunds

Students may withdraw from the program at any time and in any manner. If a student cancels within five days of signing the enrollment agreement, he/she receives a refund of all monies paid. If the withdrawal occurs after five days of signing the enrollment agreement, the enrollment and application fees are nonrefundable.

To withdraw from a Distance Education course, the student is to fill out and return to the Administrative Registrar a Withdrawal Request form, available in the Moodle Student Lounge. If a student decides to withdraw from a course within the first five days after the close of the applicable registration period, the student will receive a full refund of tuition for that course. After the five business days, but before the end of the academic term, the tuition refund will be calculated as follows:

Percentage of Course Elapsed	Percentage of Course Tuition Returned to the Student*	Percentage of Course Tuition Retained by the Institution
Up to 10%	90%	10%
10%-30%	75%	25%
30%-50%	50%	50%
50%-100%	0%	100%

*The one-time program application fee (\$75) and program enrollment fee (\$200) are non-refundable.

All refunds are processed within 30 days of the withdrawal request. Example: If there are 10 lessons in a 3-credit hour distance education course and a student completes 1 lesson: $1 \div 10 = 10\%$ completed. Thus: $\$525.00 \times .90 = \472.50 to be refunded.

Under certain circumstances, the entire amount of the tuition may be refundable. The reason(s) for withdrawal are supplied on the Withdrawal Request and a decision made by the student's Dean/Primary Teacher and the President of Holmes Institute®.

Payment in full is due for all courses at time of registration.

Student Lounge

Students are assigned a unique username and password to access their distance curriculum in Moodle. Faculty carefully review all student submissions for any anomalies that may indicate a student is not submitting original work.

The Holmes Institute® Student Lounge is your continually updated source for distance courses information. It is very important that you are familiar with this information and that you check the Student Lounge often. The Administrative Registrar will enroll you in the Student Lounge.

To access the Student Lounge, go to www.holmesregistration.org and at the bottom of the page, first click the Holmes Institute® folder then click the Student Lounge folder.

- Section I – Books, news forums
- Section II – Contact information, faculty directories by term
- Section III – Academic calendars & current catalog
- Section IV – Orientation, Technology, and Registration
- Section V – Student Tips, Grading Policies, Late Papers, Inquiries, Taxes
- Section VI – Library resources
- Section VII – Sample distance education syllabi listed by quarter for planning purposes only
- Section VIII – What to Do to Complete Your Program
- Section IX – Capstone Exam information

All of the instructions for accessing your distance courses video and audio files are detailed in the Holmes Institute® Technology instructions, Section IV of your Holmes Student Lounge.

By downloading video and audio files you are agreeing to the following confidentiality agreement:

As students of spiritual leadership, we are dedicated to ensuring that the spiritual leadership education process produces the best leaders possible. Sharing course materials with those who are not enrolled in these courses excludes access to teachers, fellow students and participation in other aspects of the curriculum. Offering this material in such an incomplete manner would jeopardize the reputation of the school and the education it offers. Therefore, I agree to not share any portion of these class materials in electronic or any other form of media with anyone not enrolled in these courses.

Tracking Forms

Certificate in Consciousness Studies

Course	Title	Units	Completion Date	Grade
Education, 3 units				
EDU 501	Research Methodology*	3		
Leadership, 6 units				
LAD 501	Outer and Inner Creativity	3		
LAD 503	Fostering a Noble Purpose	3		
LAD 504	Facilitating Virtual Spiritual Community*	3		
LAD 506	Theory and Practice of Spiritual Leadership	3		
Philosophy, 9 units				
PHI 502	Classical Philosophy †	3		
PHI 504	Mind in the Cosmos ‡	3		
PHI 505	Birth of Consciousness in Early Greek Thought †	3		
PHI 506	Writing of Thomas Troward ‡	3		
PHI 507	Emerson and American Idealism ‡	3		
PHI 508	Paradigms of Consciousness† OR	3		
PHI 509	Mythology, Cosmology & Worldview†	3		
Psychology, 6 units				
PSY 504	Speaking Earth*	3		
PSY 503	Wm. James & the Stream of Consciousness*	3		
Religion, 18 units				
REL 501	World Religions*	3		
REL 502	Spiritual Philosophies of the West	3		
REL 503	Wisdom of Kabbalah	3		
REL 504	Understanding the Bible*	3		
REL 505	Upanishads and Bhagavad Gita	3		

REL 506	Buddhism in the Modern World	3		
REL 507	Gnosticism	3		
REL 509	Eclectic Writings of Holmes	3		
REL 510	African Americas Diasporic Spirituality	3		
Science and Spirituality, 12 units				
SSP 502	Psi Research	3		
SSP 503	Science and Spirituality*	3		
SSP 506	Essentials of Mind/Body Medicine	3		
SSP 507	The Quantum Doctor	3		
SSP 508	Spirituality and the Brain*	3		

*required

†one of the two are required

‡one of the three are required

Certificate in Spiritual Studies

Course	Title	Units	Completion Date	Grade
Leadership, 3 units				
LAD 504	Facilitating Virtual Spiritual Community*	3		
LAD 506	Theory and Practice of Spiritual Leadership	3		
Philosophy, 6 units				
PHI 502	Classical Philosophy †	3		
PHI 504	Mind in the Cosmos	3		
PHI 505	Birth of Consciousness †	3		
PHI 506	Writing of Thomas Troward	3		
PHI 507	Emerson and American Idealism	3		
PHI 508	Paradigms of Consciousness† OR	3		
PHI 509	Mythology, Cosmology & Worldview†	3		
Psychology, 3 units				

PSY 504	Speaking Earth*	3		
Religion, 9 units				
REL 501	World Religions*	3		
REL 502	Spiritual Philosophies of the West	3		
REL 503	Wisdom of Kabbalah	3		
REL 504	Understanding the Bible*	3		
REL 505	Upanishads and Bhagavad Gita	3		
REL 506	Buddhism in the Modern World	3		
REL 507	Gnosticism	3		
REL 509	Eclectic Writings of Holmes	3		
REL 510	African Americas Diasporic Spirituality	3		
Science and Spirituality, 6 units				
SSP 503	Science and Spirituality*	3		
SSP 508	Spirituality and the Brain*	3		

*required

†one of the two are required