



HOLMES INSTITUTE ACADEMIC CATALOG

September 2022 – August 2023



Mission, Goals and Objectives

Holmes Institute® offers quality distance education graduate 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 powerful spiritual leaders. The distance education courses provided through Holmes Institute® educate students in 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 from 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 with integrity following a set of spiritual principles. As individuals’ 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. Holmes Institute® believes 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

Master’s 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 Education

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.

Accreditation



Accredited by the Distance Education Accrediting Commission

DEAC Accredited

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency.

The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

Distance Education Accrediting Commission
1101 17th Street NW
Suite 808
Washington, DC 20036
202-234-5100
<https://www.deac.org/>

National Council for State Authorization Reciprocity Agreements (NC-SARA)

<http://nc-sara.org/>

Holmes Institute® is a member of NC-SARA. The State Authorization Reciprocity Agreement is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

Administration & Staff Contact Information

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Introduction

This program examines the great wisdom of the world. Students study the world's most influential religions, philosophy, psychology, science and spirituality, leadership and education. You will 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 what he called the Science of Mind and Spirit. This philosophy embodies much of ancient wisdom, yet with a "new thought" about what that wisdom teaches. The Holmes Institute® provides you the opportunity to 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. You will become knowledgeable about other great world religions, including Christianity, Buddhism, Islam, Judaism, Hinduism, Sufi, Kabbalah, and read the great minds of Classical Philosophy. You will become aware of humanistic psychology, learning theory and the latest scientific thinking that relates to spirituality.

All this coheres into a foundation that allows you as a spiritual leader to respect and honor all faiths, all spiritual paths, and all traditions, and to move yourself and your community into a larger perspective and a more inclusive and creative worldview.

Coursework

All Holmes Institute® 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. Students are linked to their course materials, book lists, course requirements, dates and times for video conferences, etc. Direct any questions or concerns to the Administrative Registrar.

Courses are generally 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, and participation in student discussion forum. Generally, students take two of these courses per term. A few courses are delivered in real-time via videoconferencing.

Capstone Exams

In order to successfully complete the program, each student must take and pass five (5) proctored comprehensive Capstone Exams covering the six major areas of study. The Capstone Exams are offered twice each year. Students are assessed a one-time fee of \$75 to be paid prior to taking the Capstone Exams.

These Capstone Exams are graded by ministers licensed by Centers for Spiritual Living. All graders 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 (or Word-compatible) 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 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 examination.

Admissions

The Holmes Institute® enrollment policy allows students to enter the program at the beginning of any term.

Requirements

The Holmes Institute® is open to anyone with an accredited Bachelor's degree. Also required are:

- Two recommendations from long-time professional colleagues or personal acquaintances.
- The language of instruction at the Holmes Institute® 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 (PBT) or 72 (iBT).

How to Apply

1. Contact the Administrative Registrar to discuss the program, receive your application materials and review the admission process.
2. Complete application and enrollment agreement. Send both documents to the Administrative Registrar. 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.). Contact the Administrative Registrar at admissions@holmesinstitute.edu for a link to pay the admissions and enrollment fees online.

NOTE: The entire application and fee process will become electronic in 2022. The Administrative Registrar can direct you to the proper web link for application to our programs.

3. Send requests for letters of recommendation.
4. Request official transcripts from your previously attended schools. 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.
5. Turn in all documentation to the Administrative Registrar before the admission deadline.

Your academic advisor makes a recommendation for admission. Admission approval is subject to completion of all application requirements. The Administrative Registrar will notify the student of admission approval.

Quarterly Admission Deadlines

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

After Admissions Requirements

Students may complete this academic 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. They may apply to enter Holmes Institute®

during any of the four terms per year. 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 Holmes Institute®. 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 his or her advisor and the request must be approved by the student's advisor after discussion. If more time off from classes is requested, the student may seek permission for a formal leave of absence from his or her advisor. 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. Students must also submit a valid government-issued ID for identity verification.

Graduation Requirements

Master's 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
Total Quarter Credits	<u>54</u>

Certificate in Spiritual Education 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
Total Quarter Credits	<u>30</u>

All students must complete their program with a cumulative GPA of not less than 3.0 (B).

Sample Tuition and Expenses

Master's 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 Master's in Consciousness Studies	\$9,800

Estimated Yearly Expenses over a Three-Year Program

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

Certificate in Spiritual Education

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

Estimated Yearly Expenses over a Three-Year Program

Application	\$275
First Year	
Four three-credit courses	2,100
	<u>\$2,375</u>
Second Year	
Three three-credit courses	1,575
Third Year	
Three three-credit courses	1,575
Capstone Exam fee	75
	<u>1,650</u>
Total for Certificate in Spiritual Education	\$5,600

All figures are estimates. Holmes Institute® may increase tuition and/or fees. 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 3 at 9:00 am to August 24, 2022 at 5:00 pm Mountain (first day, August 3, is restricted to Senior students)

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

Capstone Retakes (if necessary): TBS during week of December 5, 2022

Winter 2023

Application Deadline: October 1, 2022

Registration: November 2 at 9:00 am to November 23, 2022 at 5:00 pm Mountain

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

Term: January 9 to March 20

Spring 2023

Application Deadline: January 1, 2023

Registration: February 22 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 10 at 9:00 am to May 31, 2023 at 5:00 pm Mountain

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

Term: June 26 to September 4, 2023

Capstone Retakes: three days, scheduled as needed

Course Schedule

Master's 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 Education

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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

Master's in Consciousness Studies

Program Outcomes:

- 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.

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 Jansen

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.

PHI506 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

A paradigm is a framework of beliefs about reality shared by a community and affirmed through communal behavior. A “paradigm of consciousness” is a system of beliefs about the nature of consciousness and how it relates to physical reality. Society today is a result of past paradigms of consciousness. This course explores the emerging “new” paradigm of holism – a shift from a mechanistic/separatist worldview to a creative, dynamic process of dialogue, feedback, integration and interrelationship. We will examine the four major worldviews that attempt to explain how consciousness relates to the physical world (dualism, materialism, idealism, and panpsychism) and we will see that all other paradigms of consciousness are variations or combinations of these. Throughout the course, students are guided to personalize the notion of “paradigms” by recognizing the limitations of all beliefs as ways to know reality. We will see how “personal paradigms” are embedded in cultural belief systems. Students are encouraged to examine their own beliefs and to explore the possibilities of learning and knowing through experience beyond belief. In the final weeks of the course we will switch from an intellectual approach to exploring practical and ethical implications of the various worldviews. Students will be introduced to Bohmian Dialogue as a way to shift from a concept-dominated view of the world to a more intuitive and feeling-based one.

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.

REL 502 Spiritual Philosophies of the West throughout History 3 units

Dr. Stephan Hoeller

This course explores ancient Mediterranean wisdom and its influence upon Western culture and spiritual philosophies. The course looks at the religion of Mithras, ancient Persian god of light and an important forerunner of Christianity, the recurrent deific figure of Hermes Trismegistus and the discipline of alchemy.

REL 503 Wisdom of Kabbalah**3 units**

Dr. Yosef Rosen

This course focuses on the central teaching of Kabbalah, the Jewish mystical tradition that emerged in 12th-century Provence and profoundly influenced European spirituality. This course explores themes of Ein Sof (God as Infinity), Ayin (the divine nothingness), Shekhinah (the feminine nature of God), and Raising the Sparks (discovering God in everyday life). We will study the original teachings of Kabbalah, translated from Hebrew and Aramaic.

REL 504 Understanding the Bible (required)**3 units**

Dr. Greg Salyer

This course offers an alternative approach to the bible's essential teachings with respect to its spiritual, literary and poetic significance. The course will aid the student in understanding how the Biblical words were understood by those who first heard them, as well as how we understand them today.

REL 505 The Upanishads and the Bhagavad Gita**3 units**

Dr. Krista Noble

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.

REL 507 Gnosticism: The Path of Inner Knowledge**3 units**

Dr. Stephan Hoeller

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**

Dr. Tom Sannar

This course introduces the primary ideas of Dr. Ernest Holmes which create the foundation of our teaching called Science of Mind and Spirit. We compare and contrast the ideas found in all of his writings, including unpublished material, from 1916 through 1959.

REL 510 African Americas Diasporic Spirituality**3 units**

Dr. Will Coleman

This course will study the sacred text and spiritual practices of the ancient West African Yoruba (Nigeria) and Dahomey (Benin) people. This spirituality is called “Ifa” and its sacred text is “The Holy Odu.” During the centuries of European enslavement of Africans, they spread in various ways and are recognized throughout 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: 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 Education**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.

PHI506 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

A paradigm is a framework of beliefs about reality shared by a community and affirmed through communal behavior. A “paradigm of consciousness” is a system of beliefs about the nature of consciousness and how it relates to physical reality. Society today is a result of past paradigms of consciousness. This course explores the emerging “new” paradigm of holism – a shift from a mechanistic/separatist worldview to a creative, dynamic process of dialogue, feedback, integration and interrelationship. We will examine the four major worldviews that attempt to explain how consciousness relates to the physical world (dualism, materialism, idealism, and panpsychism) and we will see that all other paradigms of consciousness are variations or combinations of these. Throughout the course, students are guided to personalize the notion of “paradigms” by recognizing the limitations of all beliefs as ways to know reality. We will see how “personal paradigms” are embedded in cultural belief systems. Students are encouraged to examine their own beliefs and to explore the possibilities of learning and knowing through experience beyond belief. In the final weeks of the course we will switch from an

intellectual approach to exploring practical and ethical implications of the various worldviews. Students will be introduced to Bohmian Dialogue as a way to shift from a concept-dominated view of the world to a more intuitive and feeling-based one.

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: 3

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.

Religion

Required total units: 9

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.

REL 502 Spiritual Philosophies of the West throughout History**3 units**

Dr. Stephan Hoeller

This course explores ancient Mediterranean wisdom and its influence upon Western culture and spiritual philosophies. The course looks at the religion of Mithras, ancient Persian god of light and an important forerunner of Christianity, the recurrent deific figure of Hermes Trismegistus and the discipline of alchemy.

REL 503 Wisdom of Kabbalah**3 units**

Dr. Yosef Rosen

This course focuses on the central teaching of Kabbalah, the Jewish mystical tradition that emerged in 12th-century Provence and profoundly influenced European spirituality. This course explores themes of Ein Sof (God as Infinity), Ayin (the divine nothingness), Shekhinah (the feminine nature of God), and Raising the Sparks (discovering God in every day life). We will study the original teachings of Kabbalah, translated from Hebrew and Aramaic.

REL 504 Understanding the Bible (required)**3 units**

Dr. Greg Salyer

This course offers an alternative approach to the bible's essential teachings with respect to its spiritual, literary and poetic significance. The course will aid the student in understanding how the Biblical words were understood by those who first heard them, as well as how we understand them today.

REL 505 The Upanishads and the Bhagavad Gita**3 units**

Dr. Krista Noble

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.

REL 507 Gnosticism: The Path of Inner Knowledge**3 units**

Dr. Stephan Hoeller

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 (required)**3 units**

Dr. Tom Sannar

This course introduces the primary ideas of Dr. Ernest Holmes which create the foundation of our teaching called Science of Mind and Spirit. We compare and contrast the ideas found in all of his writings, including unpublished material, from 1916 through 1959.

REL 510 African Americas Diasporic Spirituality**3 units**

Dr. Will Coleman

This course will study the sacred text and spiritual practices of the ancient West African Yoruba (Nigeria) and Dahomey (Benin) people. This spirituality is called "Ifa" and its sacred text is "The Holy Odu." During the centuries of European enslavement of Africans, they spread in various ways and are recognized throughout 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

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 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 ministerial skills.

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 M.T.S., 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, Systematic Theology, Philosophy of Religion, Theological Hermeneutics, Graduate Theological Union, Berkeley, CA
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Devon Deimler, Ph.D. 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
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Kim Kaiser, Ed.D. kkaiser@holmesinstitute.edu	Ed.C., Counseling & Educational Psychology, University of San Francisco
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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 Holmes Institute®'s distance education courses are three quarter credit hours each as measured pursuant to the recommendations of the American Council on Education. 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 to absorb the materials. Students should listen to lectures twice, taking detailed notes during the second listening. All these interactions, including assessments and exams, are factored into determining the quarter credit hours assigned to each course.

Holmes Institute® 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.

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 Holmes Institute® course. Holmes Institute® does not transfer credits for life experience. Acceptance of transfer credit is solely up to Holmes Institute®.

Holmes Institute® students may request transfer credits as follows:

- Master's in Consciousness Studies – maximum of 6 credits (up to 2 Holmes Institute® courses)
- Certificate in Spiritual Education – maximum of 3 credits (1 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 a registration period ends, any changes in course registrations requires a \$50 change fee that is paid directly to Holmes Institute/Centers for Spiritual Living. Once the term has started no changes in registration or late registrations are allowed for the Distance Education courses. Contact the Administrative Registrar if you have questions.

Policies

Course Auditing

Full tuition, plus permission of the instructor, is required for courses audited by Holmes Institute students. Registration is completed as instructed in this catalog.

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 go to the Distance Education Dean to explore the situation and gain resolution. If the student is still not satisfied, he or she should contact the President of Holmes Institute® in writing. The President will respond to the student within 10 business days.

If students choose to carry any complaint to the State of Colorado Department of Higher Education, information shall be provided to them as to how to proceed. Should a student wish to lodge a complaint with DEAC, their address is Distance Education Accrediting Commission, 1101 17th Street NW Suite 808, Washington, DC 20036 202-234-5100.

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. 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 Holmes Institute® 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 classes, 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 his or her Advisor. 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 Advisor and the request must be approved by the Advisor after discussion. If more time off from classes is requested, the student may seek permission for a formal leave of absence from his or her Advisor. 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 off spring quarter 2021, then summer

quarter 2021, and then asks for a formal leave of absence, the one-year limitation on length of leave of absence begins with spring quarter 2021.

Inclusiveness and Nondiscrimination

The Holmes Institute® practices inclusiveness among students, faculty, staff and administrators. The institute 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 institute 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 will not be tolerated and all such situations should be reported promptly to the President of Holmes Institute®, Kim Kaiser, EdD, at kkaiser@holmesinstitute.edu or the Provost, Rev. CC Coltrain, at ccoltrain@holmesinstitute.edu.

The Institute 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 at any time and in any manner. It is the student's personal responsibility to notify the Administrative Registrar in writing (email, note, US mail) of his or her decision to withdraw from a course or from the program. The Administrative Registrar will forward a withdrawal form to the student to be completed and returned. Any refunds will be calculated as of the date of receipt of the student's initial notice to the Administrative Registrar.

Re-admission

Students who must reapply for formal admission are:

- students who have not met their admission requirements within one year from the date of submitting an application.
- students who were admitted but did not register for any coursework within 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 Holmes Institute® 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 Holmes Institute® 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 online 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 Administrative 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 class, the student and the student's advisor are informed by e-mail of the grade. If a student receives a grade lower than a 3.0 in a class, the Administrative 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 advisor. The advisor counsels the student and informs them that they are on academic probation.

The advisor 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 advisor while on probation at least three times during the probation period to discuss options for improving their academic standing. The advisor 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 advisor 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 class. 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 Holmes Institute®. Students who withdraw from the Holmes Institute® while on probation will remain on probation if they return to the institute. 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 administration 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 Holmes Institute® 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 Holmes Institute® 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 news forums. All courses also regularly utilize e-mail with the faculty and other students throughout the academic year, and videoconferences using Zoom regularly occur between faculty and students. Therefore, all students must have a computer with a camera and microphone and adequate bandwidth to accommodate videoconferencing.

How do I withdraw from courses or scheduled events?

Students may withdraw at any time and in any manner. Please send a written request for withdrawal to the Administrative Registrar. 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 arrangements are made with the instructor for exceptional circumstances), the I will be replaced with an F and you will need to retake (and pay for) the course.

What about exams?

Each distance course has assessments (exams, projects, and/or papers) 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 Student/Faculty Support Coordinator or the President of Holmes Institute, who are always happy to discuss such matters with students.

Matthew Taylor, Student/Faculty Support Coordinator
Email: mtaylor@holmesinstitute.edu

Dr. CC Coltrain, President
Phone (937) 305-8698
Email: ccoltrain@holmesinstitute.edu

Who do I contact to change my contact information?

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

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 are 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 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 divided by 10 = 10% completed. Thus: \$525.00 x .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 advisor and the President or Provost 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 curriculum in Moodle. Faculty carefully review all student submissions for any anomalies that may indicate a student is not submitting original work.

The Student Lounge is your continually updated source for 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 for planning purposes only
- Section VIII – What to Do to Complete Your Program
- Section IX – Capstone Exam information

All the instructions for accessing your 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 of 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

Master's 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 508	Wisdom of Islam	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		
SSP 509	Attending to Earth: Contemporary Ecological Thought	3		

*required

†one of the two are required

‡one of the three are required

Certificate Spiritual Education

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 508	Wisdom of Islam	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		
SSP 509	Attending to Earth: Contemporary Ecological Thought	3		

*required

†one of the two are required

Governing Body and Advisory Councils

Holmes Institute® is part of Centers for Spiritual Living, a Colorado not-for-profit organization teaching the American metaphysical philosophy known as Science of Mind and Spirit. Holmes Institute® offices are located in the home office of Centers for Spiritual Living at 579 Park Point Drive, Golden, CO 80401.

The governing body of Centers for Spiritual Living is its Leadership Council. Members are:

Rev. Dr. Edward Viljoen

Spiritual Leader, Centers for Spiritual Living

Rev. Sunday Côté

Field Leader

Dr. Paula Gable, Transitional Executive Director

Executive Director

Dr. David Alexander

Minister Member, Chair

Tony Diaz

Practitioner Member, Vice Chair

Ayodele McClenney

Practitioner Member, Secretary

Rev. Alice Reid

Minister Member, Treasurer

Rabin Mendis

Laity Member

Rev. Norm Bouchard

Minister Member

Shannon Williams

Laity Member

Executive Team members are noted in bold print.

Holmes Institute® also works with an Outside Advisory Committee of individuals with experience in higher education. Members of the Outside Advisory Committee are:

Jack Warner, Ed.D.

Lane Davis, Ph.D.

Christopher Westgate, Ph.D.

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