



HOLMES INSTITUTE ACADEMIC CATALOG

September 2023 – August 2024



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Mission, Goals and Objectives

Holmes Institute® offers quality distance education graduate programs in wisdom studies to spiritual leaders preparing for service in the global community.

Goal: We provide quality online graduate instruction for future spiritual leaders to fulfill our mission of educating individuals seeking deeper meaning and leaders preparing for service in the global community. The distance education courses provided through Holmes Institute® develop students in wisdom studies, an innovative constellation of courses designed to glean deep insights from the disciplines of philosophy, psychology, religion, the arts, and leadership. After successfully completing their course of study, students will be able to draw upon disciplinary and interdisciplinary knowledge to effect positive change in the world and in themselves. Holmes Institute® believes it is important for students who are pursuing wisdom studies to develop the ability to participate robustly in the perennial exploration of that profound question of what it means to be human and to use the answers—both ancient and contemporary—to apply wisdom in service. Graduates are trained to become leaders who can help themselves and their community navigate life in the current and future environments of ever-more-rapid change, the global climate crisis, the need for deep community, a world of virtual living, and the frequent paradigm shifts happening in modern society.

Program Outcomes

Master's in Wisdom Studies

Students will be able to:

- Differentiate what constitutes wisdom and how it is lived, throughout history and across the globe
- Apply disciplinary theories to support and promote individual and communal growth in wisdom
- Integrate wisdom leadership practices with real-world scenarios
- Analyze selected theories as applied to concepts and practices of wisdom
- Synthesize wisdom concepts and apply research methods to the study of wisdom

Certificate in Wisdom Studies

Students will be able to:

- Differentiate what constitutes wisdom and how it is lived, throughout history and across the globe
- Integrate wisdom leadership practices with real-world scenarios
- Analyze selected theories as applied to concepts and practices of wisdom

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.

Holmes Institute® is authorized under the Colorado Commission on Higher Education under the Degree Authorization Act, C.R.S., 23-2-103.3 (4).

Administration & Staff Contact Information

Holmes Institute®
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Golden, CO 80401-7042
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Introduction

This program explores an interdisciplinary path to Wisdom. Students study the world's most influential religions, philosophies, psychologies, areas of science, imagination, and leadership. The path forms a coherent framework of the study of Wisdom and provides students with a broad foundation, encompassing knowledge, critical thinking, ability to listen to others' viewpoints, writing and communication skills, teamwork, and much more.

All this coheres into a foundation that allows you as an individual and as a spiritual leader to live and lead with Wisdom: 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). Our Learning Management System is our "campus." Registration happens online. Students find their course materials, reading assignments, course requirements, due dates and more, all on the course page. Direct any questions or concerns to the Student/Faculty Support and Learning Technologies Manager or the Administrative Registrar.

Courses are generally comprised of 10 modules, one for each week of the quarter. Each module contains a reading assignment, one or more videos, and a discussion forum. The discussion forum is where the course comes alive. You are invited to bring what you already know as well as what you learn from the teacher, the reading, and other resources, and discuss it all with your classmates and teacher so that new insight and new knowledge is generated from the group.

Technological Requirements

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.

Capstone Projects

Master's Degree students are expected to write a 30- to 50-page thesis on a subject of their choosing. The thesis is to be written in accordance with MLA standards for citation and format, and it must be well-supported by the student's research. It is subject to the Institute's no-plagiarism requirements.

Certificate in Wisdom Studies students are expected to write a 10- to 20-page paper on a subject of their choosing. Again, the paper should be carefully written and prepared according to MLA standards. Of course, the no-plagiarism requirements apply to this paper as well.

Admissions

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

Requirements

The Holmes Institute® programs are 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 60 (PBT) or 72 (iBT).

How to Apply

1. Contact the Administrative Registrar (dherfurt@csl.org) for more information about the program, receive a link to your application materials, and review the admission process.
2. The Administrative Registrar will provide you with a link to complete the online application.
3. Complete application and return it with your payment of the \$75 application fee and autobiography. 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 application fee online.
4. Send requests for letters of recommendation. If you are also applying to the Centers for Spiritual Living School of Spiritual Leadership, use the recommendation form provided by the Administrative Registrar. If you are applying only to Holmes Institute®, letters from people who know you well are required.
5. Request official transcripts from your previously attended schools. If the bachelor's degree was earned at an international institution, students are required to have their official transcript evaluated by a member of NACES to determine whether the degree earned is equivalent to a baccalaureate degree earned in the U.S. 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.
6. 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 final step in the admissions process is a short interview with the President of Holmes Institute® to clarify the structure of the program and the nature of online learning, and to ensure the student feels the Institute's program will meet his or her educational plans and desires. Finally, the interview is an opportunity to discuss any issues that may have arisen during the administration's review of the student's application. The Administrative Registrar will notify the student of admission approval and provide the student with a link to pay the \$200 enrollment fee. Complete and return the enrollment agreement with payment of this fee.

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 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 a 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.

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

Graduation Requirements

Master of Arts in Wisdom Studies Program

Students must complete the following graduation requirements:

Philosophy: The Love of Wisdom	6
Religion and Mythology: The Sacred	6
Psychology: The Soul	6
Leadership: Applied Wisdom	6
Imagination: Wisdom In Culture	6
Creation of Knowledge: Research and Writing/Thesis	6*
Electives	18
Total Quarter Credits	54

*With appropriate documentation of prior education, transfer credit may be given for the Graduate Writing & Research course.

Certificate in Wisdom Studies Program

Students must complete the following graduation requirements:

Philosophy: The Love of Wisdom	6
Religion and Mythology: The Sacred	6
Psychology: The Soul	6
Leadership: Applied Wisdom	6
Imagination: Wisdom	3

In Culture	
Creation of Knowledge: Research and Writing	3**
Total Quarter Credits	<u>30</u>

**Students in the Certificate program write a shorter, less comprehensive final paper. With appropriate documentation of prior education, transfer credit may be given for the Graduate Writing & Research course.

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

Tuition and Expenses for Academic Year 2023-24

Master's in Wisdom Studies

Application fee (\$75) and enrollment fee (\$200)	\$275
18 three-credit courses at \$600 each	<u>10,800</u>
Total for Master's in Wisdom Studies	<u>\$11,075</u>

Estimated Yearly Expenses over a Three-Year Program

Application	\$275
First Year	
Six three-credit courses	<u>3,600</u>
	\$3,875
Second Year	
Six three-credit courses	3,600
Third Year	
Six three-credit courses	<u>3,600</u>
	<u>3,600</u>
Total for Master's in Wisdom Studies	<u>\$11,075</u>

Certificate in Wisdom Studies

Application fee (\$75) and enrollment fee (\$200)	\$275
10 three-credit courses at \$600 each	<u>6,000</u>
Total for Certificate in Wisdom Studies	<u>\$6,275</u>

Estimated Yearly Expenses over a Three-Year Program

Application	\$275
First Year	
Four three-credit courses	<u>2,400</u>
	\$2,675
Second Year	
Three three-credit courses	1,800

Third Year

Three three-credit courses

1,800**Total for Certificate in Wisdom Studies****\$6,275**

Actual annual tuition and expenses may vary depending on an individual student's enrollment pace. Students have a minimum of two, and a maximum of six, years to complete the program. Costs do not include the cost of books or other materials. Book expenses are estimated at \$1,061-1,800. Tuition and fees shown are those in effect at the time of publication of this catalog; they may change with prior notice to students.

Academic Calendar

Fall 2023

Application Deadline: July 1, 2023

Registration: August 9 at 9:00 am to August 30, 2023 at 5:00 pm Mountain (first day, August 9, is restricted to Senior students)

New Student Call: August 7, 2023 at 5:00 pm Mountain

Term: September 18 to December 4, 2023 (no coursework Thanksgiving week)

Winter 2023

Application Deadline: October 1, 2023

Registration: November 8 at 9:00 am to November 29, 2023 at 5:00 pm Mountain

New Student Call: Tuesday, November 6, 2023 at 5:00 pm Mountain

Term: January 8 to March 18, 2024

Spring 2023

Application Deadline: January 1, 2024

Registration: February 22 at 9:00 am to March 13, 2024 at 5:00 pm Mountain

New Student Call: February 20, 2024 at 5:00 pm Mountain

Term: April 1 to June 10, 2024

Summer 2023

Application Deadline: April 1, 2024

Registration: May 15 at 9:00 am to June 5, 2024, at 5:00 pm Mountain

New Student Call: May 13, 2024 at 5:00 pm Mountain

Term: June 24 to September 2, 2024

Course Schedule

Master's in Wisdom Studies

This is our suggested order of required courses for the program.

REQUIRED COURSES				
TERM	AREA	TITLE	UNITS	CAPACITY
FALL	REL	REL 621: World Religions	3	20
FALL	WRS	WRS 620: Graduate Writing & Research	3	20
WINTER	PHI	PHI 621: Consciousness	3	20
WINTER	PSY	PSY 620: Wisdom and the Soul		20
SPRING	REL	REL 620: Sacred Wisdom of the World	3	20
SPRING	IMA	IMA 621: The Imagination	3	20
SUMMER	LDR	LDR 621: Theories of Leadership	3	20
FALL	PHI	PHI 620: The History of Wisdom	3	20
SPRING	PSY	PSY 621: Cross-Cultural Psychology	3	20
WINTER	IMA	IMA 620: The Arts	3	20
WINTER	LDR	LDR 620: Wisdom and Leadership	3	20
TBD	WRS	WRS 621: Thesis	3	20
CHOOSE SIX (6) COURSES FROM THE FOLLOWING				
SPRING	IMA	IMA 623: Wisdom & Technology*	3	20
SUMMER	PSY	PSY 623: Creativity*	3	20
SUMMER	PHI	PHI 623: Philosophies of Love*	3	20
WINTER	REL	REL 622: Religion and Society*	3	20
FALL	PHI	PHI 622: Philosophies of Death & Dying*	3	20
FALL	PHI	PSY 622: Meaning	3	20
SPRING	LDR	LDR 623: Change & Innovation€	3	20
SUMMER	LDR	LDR 624: Communication & Leadership€	3	20
SUMMER	PSY	PSY 624: SEMINAR: Speaking Earth - Planetary Psychology, Philosophy, and Spirituality	3	20
WINTER	PHI	PHI 625: SEMINAR: Mythology, Cosmology & World View	3	20
TBD		PHI 624: SEMINAR: Metaphysics	3	20
SUMMER	REL	REL 623: Mythologies of Gods and Monsters	3	20
WINTER	REL	REL 624: SEMINAR: African American Diasporic Spirituality	3	20
WINTER	IMA	IMA 622: Wisdom and Literature	3	20
SPRING	IMA	IMA 624: SEMINAR	3	20
FALL	LDR	LDR 624: SEMINAR	3	20

*HIGHLY recommended for students also enrolled in the School of Spiritual Leadership

€one of these two required for students also enrolled in the School of Spiritual Leadership

Certificate in Wisdom Studies

This is our suggested order of courses for the program.

REQUIRED COURSES				
TERM	AREA	TITLE	UNITS	CAPACITY
FALL	REL	REL 621: World Religions	3	20
FALL	WRS	WRS 620: Graduate Writing & Research	3	20
WINTER	PHI	PHI 621: Consciousness	3	20
WINTER	PSY	PSY 620: Wisdom and the Soul	3	20
WINTER	LDR	LDR 620: Wisdom and Leadership	3	20
SPRING	REL	REL 620: Sacred Wisdom of the World	3	20
SPRING	IMA	IMA 621: The Imagination	3	20
SUMMER	LDR	LDR 621: Theories of Leadership	3	20
FALL	PHI	PHI 620: The History of Wisdom	3	20
SPRING	PSY	PSY 621: Cross-Cultural Psychology	3	20
TBD	WRS	Final paper		

Course of Study

Master's in Wisdom Studies

Students will be able to:

- Differentiate what constitutes wisdom and how it is lived, throughout history and across the globe
- Apply disciplinary theories to support and promote individual and communal growth in wisdom
- Integrate wisdom leadership practices with real-world scenarios
- Analyze selected theories as applied to concepts and practices of wisdom
- Synthesize wisdom concepts and apply research methods to the study of wisdom

Research and Writing: KNOWLEDGE

Required total units: 6

WRS 620 Graduate Research & Writing

3 units

Dr. Victoria Bomberry

Students will learn and apply the methods and practices of academic writing at the graduate level, including evaluating resources, building arguments, using evidence, revising their writing, and adhering to research ethics.

WRS 621 Thesis

3 units

Master's Degree students are required to produce a 30- to 50-page thesis on a subject of their choosing. The thesis is to be written in accordance with MLA standards for citation and format, and it must be well-supported by the student's research. It is subject to the Institute's no-plagiarism requirements.

Certificate in Wisdom Studies students are expected to write a 10- to 20-page paper on a subject of their choosing. Again, the paper should be carefully written and prepared according to MLA standards. Of course, the no-plagiarism requirements apply to this paper as well.

Leadership: APPLIED WISDOM**Required total units: 6****LDR 620 Leadership and Wisdom****3 units**

This graduate course in Wisdom and Leadership explores the intersection of ancient wisdom and modern leadership practices. The course is designed to equip students with the theoretical and practical knowledge required to become effective leaders in their respective fields. By the end of the course, students will have a deeper understanding of the role of wisdom in leadership and will have developed the skills and knowledge necessary to lead with purpose, integrity, and wisdom.

LDR 621 Theories of Leadership**3 units**

Like many other paradigms, the theory and practice of leadership has changed dramatically in recent decades. Accordingly, critical perspectives on leadership now exist and have been examined and tested. In this course students will engage with these critical theories of leadership to explore their origin, nature, and effectiveness. Students will learn to critically evaluate and compare theoretical perspectives on leadership, developing a greater understanding of how leaders can influence organizational processes and outcomes. This course will cover various theoretical frameworks that provide insight into effective leadership, including situational, transformational, transactional, charismatic, and other leadership styles.

LDR 622 Change and Innovation**3 units**

The graduate course in Change and Innovation for Leadership is designed to provide students with an in-depth understanding of the principles and practices of change and innovation management within organizations. The course is intended for individuals seeking to enhance their leadership skills and develop expertise in leading change initiatives.

The course will cover a range of topics related to change and innovation, including the nature of change, the drivers of change, and the role of leadership in facilitating and managing change. Students will learn about the different types of innovation, including disruptive, sustaining, and incremental innovation, and the strategies and techniques used to foster a culture of innovation within organizations.

The course will also explore the various models of change management, including Lewin's three-stage model, Kotter's eight-step model, and the ADKAR model. Students will gain an understanding of the key principles and steps involved in each model and learn how to apply them in real-world situations.

Upon completion of the course, students will be able to develop and implement effective change management strategies, foster a culture of innovation within their organizations, and lead successful change initiatives. They will have the knowledge and skills necessary to become effective change agents and leaders in their organizations.

LDR 623 Organizational Communication**3 units**

This graduate-level course in Organizational Communication explores the complexities of communication within organizations. Communication plays a critical role in the success of any organization, and this course examines the theories, concepts, and practices that contribute to effective communication strategies.

The course begins by introducing students to the basic theories and models of communication, including how communication functions in organizations, different forms of communication, and how communication can be analyzed and assessed. Students will then explore various types of organizational communication, including communication within and between groups, as well as communication with external stakeholders.

The course also covers issues related to communication technologies, including how they impact communication within organizations and how they can be used to improve communication. Students will learn how to evaluate the effectiveness of communication technologies and how to incorporate them into organizational communication strategies.

Throughout the course, students will engage in critical thinking and problem-solving exercises, case studies, and discussions of current issues in organizational communication. By the end of the course, students will have a solid understanding of organizational communication and be equipped with the skills and knowledge to develop effective communication strategies within their own organizations.

LDR 624 Seminar, topic TBD

3 units

All “seminar” courses allow for new courses to be tested, innovative courses to be offered, and exciting electives to be presented. Seminar offerings will be announced prior to becoming available for registration.

Philosophy: THE LOVE OF WISDOM

Required total units: 6

PHI 620 The History of Wisdom

3 units

wisdom | 'wɪzdəm | noun

- the quality of having experience, knowledge, and good judgment; the quality of being wise: listen to his words of wisdom.
- the soundness of an action or decision with regard to the application of experience, knowledge, and good judgment: some questioned the wisdom of building the dam so close to an active volcano.
- the body of knowledge and principles that develops within a specified society or period: the traditional farming wisdom of India.

The New Oxford American Dictionary

Etymologically, the word *wisdom* belongs to philosophy, which means "the love of wisdom," but wisdom is both older, broader, and deeper than the discipline of philosophy. In this course we will trace the history of wisdom through several channels, including gods, myths, history, literature, divination, philosophy, mysticism, language, and contemporary expressions. Each module will include a short video on the form used to express wisdom. For example, wisdom in literature is paired with a brief introduction to literary theory. Wisdom in history is paired with a brief video of theories of history. A research project will allow students to focus on a particular area of interest in the history of wisdom and produce new knowledge in light of their study.

PHI 621 Consciousness 3 units

“We are the cosmos made conscious and life is the means by which the universe understands itself.” — Brian Cox

What does it mean to have self-awareness? Does this awareness lie in the brain or elsewhere? Does it exist at all, except as a kind of permanent hallucination? Do animals have consciousness? Does Artificial Intelligence? In this course we will explore the phenomenon of consciousness through an interdisciplinary approach that includes philosophy, psychology, neuroscience, and medicine.

PHI 622 Philosophies of Death and Dying 3 units

Socrates was put to death for doing philosophy. No wonder, then, he could make a statement such as this one: “[T]he one aim of those who practice philosophy in the proper manner is to practice for dying and death” (Phaedo, 64a). Albert Camus, in his 1955 work *The Myth of Sisyphus*, updates Socrates: “There is only one really serious philosophical question, and that is suicide” (3). Death is a vital subject in philosophy, and an understanding of death and dying is perhaps the heart of having wisdom. This course explores a variety of philosophical perspectives on death and dying.

PHI 623 Philosophies of Love 3 units

What is left to say of love? Apparently, quite a bit because we continue to celebrate and complain, rhapsodize and rue, marvel and malign this most human of emotions. Or it is less of an emotion and more of a force in the world to which we willingly—or unwillingly—succumb? Just what it is and why does it have the flavor of the sacred? One reason may be that it connects us to something larger than ourselves, as we see in a verse from a sonnet of the great Chilean poet Pablo Neruda.

I love you without knowing how, or when, or from where,
I love you directly without problems or pride:
I love you like this because I don't know any other way to love,
except in this form in which I am not nor are you,
so close that your hand upon my chest is mine,
so close that your eyes close with my dreams.

Friedrich Nietzsche noted that “There is always some madness in love. But there is also always some reason in madness.” And already we can see the possibilities for a ten-week exploration of the meanings of love. We will take a unique thematic approach to our study and engage many disciplines and ways of knowing, from anthropology to philosophy to literature.

PHI 625 SEMINAR: 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.

PHI 624: SEMINAR: Metaphysics

3 units

"'Why are there beings at all instead of nothing?' That is the question. Presumably it is no arbitrary question. 'Why are there beings at all instead of nothing?'— this is obviously the first of all questions."—Martin Heidegger, *Introduction to Metaphysics*

Have you ever asked Heidegger's question? It is a vexing one, especially when you consider that scientific exploration has shown the vastness of the universe and its operations that appear to be independent of human reality. Metaphysics asks these kinds of questions:

- What is real?
- Is reality external to the world and me or within the world and me?
- What is consciousness, and is my mind separate or a part of the universe?
- What is change?

As you can see, these questions go to the heart of philosophical inquiry, which is what makes metaphysics central to any study of philosophy, not to mention any study of ourselves and our world.

Religion: THE SACRED

Required total units: 6

REL 621 World Religions

3 units

If we understand religion using theologian Paul Tillich's definition, as that which is of "ultimate concern," then there is no more profound study than religion (Wainwright, 2012). When we make the scope of our study the world itself, then we have a course about the deepest meanings made by all the people of the world and throughout history. Welcome to Introduction to World Religions. It is going to be a fascinating, challenging, and rewarding journey.

Fascination will turn quickly to challenge as we explore worlds vastly different from our own. To succeed in our quest, we must use our imagination to visit these new worlds and bracket our familiar one. We will accomplish this feat by using five concepts drawn from the discipline of religious studies: the sacred, myth, ritual, community, and the individual. These concepts will be used as lenses to frame and focus our study of beliefs and practices from around the world.

REL 620 Sacred Wisdom of the World

3 units

Sacred Wisdom of the World offers broad and deep insights into the world's sacred wisdom traditions. The sacred texts of the world's religions include many different genres of writing, such as history, manuals, visions, etc. In this course we distill those sacred texts and traditions into their wisdom teachings. Accordingly, this course might well be seen as a survey of how people all over the world and throughout history have found and expressed profound meaning and practicality in their lives.

REL 622 Religion and Society

3 units

“We see the puppets dancing on their miniature stage, moving up and down as the strings pull them around, following the prescribed course of their various little parts. We learn to understand the logic of this theater and we find ourselves in its motions. We locate ourselves in society and thus recognize our own position as we hang from its subtle strings. For a moment we see ourselves as puppets indeed. But then we grasp a decisive difference between the puppet theater and our own drama. Unlike the puppets, we have the possibility of stopping in our movements, looking up and perceiving the machinery by which we have been moved. In this act lies the first step toward freedom. And in this same act we find the conclusive justification of sociology as a humanistic discipline” — Peter Berger

While St. Augustine argued that Christians belong to the "City of God" and not this "earthly city," twentieth-century theologian Paul Tillich considered religion "the depth dimension" of culture. The relationship between religion and society is both fraught and inescapable, and the tensions and resolutions involved go to the heart of how we make meaning for ourselves and as groups. This course explores the social force of religion and the religious dimensions of society.

REL 623 Mythologies: Gods and Monsters

3 units

When we think about the most powerful beings in our symbolic worlds, we come immediately to gods and monsters. While each is charged differently (positively and negatively), a closer look reveals that they actually exist on the same continuum. Gods represent our best hopes, while monsters symbolize our greatest fears, and both are emblems of power conveyed through mythology. In this course, we examine the mythological, psychological, and cultural meanings of this symbolizing process. We will draw from the academic disciplines of anthropology, literature, mythology, philosophy, politics, psychology, and sociology as we examine gods and monsters in literature, film, and television.

REL 624 SEMINAR: African Americas Diasporic Spirituality

3 units

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.”

REL 625 SEMINAR: Upanishads & Bhagavad Gita

3 units

This course explores the Upanishads and the Bhagavad Gita, which came from the Vedic tradition of ancient India. These timeless works aim to bring enlightenment to humankind.

Psychology: THE SOUL

Required total units: 6

PSY 620: Wisdom and the Soul

3 units

Though the academic discipline of psychology is relatively new on the world stage, psychological insight and healing is as old as humanity. This course explores the relationship between modern psychology and ancient wisdom from around the world by focusing on religious cultures and the relevant psychological insights derived from their beliefs and practices.

PSY 621: Cross-Cultural Psychology**3 units**

There was a time when the self was seen as autonomous and separate from culture, but recent developments in cultural studies and psychology have shown that the self may well be constituted by culture, or at least inseparable from it. When that insight is expanded to include other cultural influences, cross-cultural psychology emerges.

Conditions in which people live vary from place to place. Human norms of behavior and experiences – formed and developed in various environments – may also fluctuate from group to group. These kinds of differences (and, of course, similarities) are studied by cross-cultural psychology (Gudykunst & Bond, 1997). Cross-cultural psychology is the critical and comparative study of cultural effects on human psychology.

This course explores the relationship of cultures to each other and their influences upon the psyche and helps students develop intellectual and practical skills for living and leading in a complex, multicultural world.

PSY 622: Meaning**3 units**

We make meaning in many ways, but it would be difficult to imagine this process without the soul or *psyche*, which is the realm of psychology. This course explores the meaning of meaning using psychological perspectives and methods, from what the word itself might mean to how meaning emerges in various contexts and how finding it or not finding it affects our wellbeing. We also explore meaninglessness, the loss of meaning, and meaning's relationship to happiness, social relations, and work.

PSY 623: Creativity**3 units**

There is, arguably, no greater time in history for creativity. Technology has provided tools that make art and creative productivity available to anyone with a device. Accordingly, there is something very interesting happening at the nexus of creativity, psychology, and art, and this course explores those creative and interdisciplinary tensions and resolutions. Students will learn theories and methods of psychology and apply them to the creative process and artistic products.

PSY 624: Seminar: Speaking Earth: Planetary Psychology, Philosophy, and Spirituality**3 units**

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 Imagination: ART AND AESTHETICS**Required Total Units: 6****IMA 620: Wisdom and The Arts****3 units**

The Arts is a graduate-level course that explores the ways in which the arts can provide avenues for deepening personal understanding and promoting the cultivation of meaning and wisdom. Through the study of literature, music, visual art, and other creative forms, students will investigate how artists have grappled with questions of meaning, value, and the human condition across time and cultures.

Throughout the course, students will be encouraged to engage with works of art through a variety of lenses, including philosophical, psychological, and spiritual perspectives. They will also examine how the arts can help us to develop the skills and habits of mind necessary for cultivating wisdom, such as reflection, empathy, and mindfulness.

Ultimately, The Arts aims to inspire students to deepen their own personal practice of reflection and self-discovery, and to appreciate the power of the arts as a means for fostering growth and insight in ourselves and others.

IMA 621: The Imagination**3 units**

Imagination is a graduate-level course that explores the multifaceted nature of the human imagination and the theories that have emerged to explain it. The course will begin by examining the historical and cultural roots of the concept of imagination, tracing its development from ancient philosophy to modern psychology. The course will then delve into contemporary theories of the imagination, including cognitive, neurological, and evolutionary perspectives. Topics to be covered include the relationship between imagination and creativity, the role of imagination in problem-solving and decision-making, the nature of mental imagery, and the relationship between imagination and consciousness. By the end of the course, students will have gained a comprehensive understanding of the theories of the imagination and the diverse ways in which it can be studied and understood. Students will also have developed critical thinking and analytical skills that can be applied to a wide range of fields, including psychology, philosophy, neuroscience, and the arts.

IMA 622: Wisdom and Literature**3 units**

Gabriel Garcia Marquez' *One Hundred Years of Solitude* is a landmark work of Latin American literature, which revolutionized the literary world with its magical realism and intricate portrayal of the Buendía family and the town of Macondo. This graduate course explores the novel's intricate narrative structure, themes, and its relationship with the cultural context of Latin America. Throughout the course, students will engage in a close reading of *One Hundred Years of Solitude*, examining its rich symbolism, metaphors, and allusions. Students will also analyze the broader literary and cultural contexts of the novel, including the magical realism genre, the Latin American Boom, and the political and cultural significance of Garcia Marquez' works in the Latin American literary canon. In addition, students will also explore the critical reception and cultural impact of *One Hundred Years of Solitude* in the global literary scene. Through this course, students will gain a deep understanding of Garcia Marquez' literary techniques, cultural and political context, and the ways in which *One Hundred Years of Solitude* continues to shape our understanding of Latin American literature and its place in the world.

IMA 623: Wisdom and Technology**3 units**

The course will explore the intersection of wisdom and technology, examining how technology can be designed, developed, and used in ways that promote wisdom, mindfulness, and well-being. Students will engage in interdisciplinary discussions and reflections on the role of technology in shaping our personal and social lives, including the ethical, moral, and spiritual dimensions of technology use.

Through readings, case studies, and discussions, students will explore the following topics:

- The history and philosophy of wisdom traditions and their relevance to the modern world.
- The impact of technology on human cognition, emotion, and behavior.
- The design principles of technology that promote mindfulness, well-being, and ethical decision-making.
- The role of technology in enhancing human potential, creativity, and flourishing.
- The ethical and social implications of emerging technologies, such as artificial intelligence, virtual reality, and social media.

Students will be encouraged to critically examine their own relationship with technology and develop strategies for cultivating wisdom, mindfulness, and ethical decision-making in the digital age. The course will draw on perspectives from philosophy, psychology, neuroscience, and computer science, among other disciplines.

Overall, the course will provide students with a framework for understanding the complex relationship between wisdom and technology and equip them with the knowledge and skills to create and use technology in ways that promote well-being and ethical decision-making.

IMA 624: Seminar, Topic to be determined

3 units

Certificate in Wisdom Studies

Program Outcomes:

Students will be able to:

- Differentiate what constitutes wisdom and how it is lived, throughout history and across the globe.
- Integrate wisdom leadership practices with real-world scenarios.
- Analyze selected theories as applied to concepts and practices of wisdom.

Leadership: Applied Wisdom

Required total units: 6

LDR 620 Wisdom and Leadership

3 units

This graduate course in Wisdom and Leadership explores the intersection of ancient wisdom and modern leadership practices. The course is designed to equip students with the theoretical and practical knowledge required to become effective leaders in their respective fields. By the end of the course, students will have a deeper understanding of the role of wisdom in leadership and will have developed the skills and knowledge necessary to lead with purpose, integrity, and wisdom.

LDR 621 Theories of Leadership

3 units

Like many other paradigms, the theory and practice of leadership has changed dramatically in recent decades. Accordingly, critical perspectives on leadership now exist and have been examined and tested. In this course students will engage with these critical theories of leadership to explore their origin, nature, and effectiveness. Students will learn to critically evaluate and compare theoretical perspectives on leadership,

developing a greater understanding of how leaders can influence organizational processes and outcomes. This course will cover various theoretical frameworks that provide insight into effective leadership, including situational, transformational, transactional, charismatic, and others.

Research & Writing: Knowledge

Required total units: 3

WRS 620 Graduate Writing & Research 3 units

Students will learn and apply the methods and practices of academic writing at the graduate level, including evaluating resources, building arguments, using evidence, revising, and research ethics.

Certificate in Wisdom Studies students will be required to write a final project paper.

Religion: The Sacred Required total units: 6

REL 621 World Religions 3 units

Dr. Greg Salyer

If we understand religion using theologian Paul Tillich's definition, as that which is of "ultimate concern," then there is no more profound study than religion (Wainwright, 2012). When we make the scope of our study the world itself, then we have a course about the deepest meanings made by all the people of the world and throughout history. Welcome to Introduction to World Religions. It is going to be a fascinating, challenging, and rewarding journey.

Fascination will turn quickly to challenge as we explore worlds vastly different from our own. To succeed in our quest, we must use our imagination to visit these new worlds and bracket our familiar one. We will accomplish this feat by using five concepts drawn from the discipline of religious studies: the sacred, myth, ritual, community, and the individual. These concepts will be used as lenses to frame and focus our study of beliefs and practices from around the world.

REL 620 Sacred Wisdom of the World 3 units

Sacred Wisdom of the World offers broad and deep insights into the world's sacred wisdom traditions. The sacred texts of the world's religions include many different genres of writing, such as history, manuals, visions, etc. In this course we distill those sacred texts and traditions into their wisdom teachings. Accordingly, this course might well be seen as a survey of how people all over the world and throughout history have found and expressed profound meaning and practicality in their lives.

PHILOSOPHY: The Love of Wisdom Required total units: 6

PHI 620 The History of Wisdom 3 units

wisdom | 'wɪzdəm | noun

- the quality of having experience, knowledge, and good judgment; the quality of being wise: listen to his words of wisdom.
- the soundness of an action or decision with regard to the application of experience, knowledge, and good judgment: some questioned the wisdom of building the dam so close to an active volcano.
- the body of knowledge and principles that develops within a specified society or period: the traditional farming wisdom of India.

The New Oxford American Dictionary

Etymologically, the word *wisdom* belongs to philosophy, which means "the love of wisdom," but wisdom is both older, broader, and deeper than the discipline of philosophy. In this course we will trace the history of wisdom through several channels, including gods, myths, history, literature, divination, philosophy, mysticism, language, and contemporary expressions. Each module will include a short video on the form used to express wisdom. For example, wisdom in literature is paired with a brief introduction to literary theory. Wisdom in history is paired with a brief video of theories of history. A research project will allow students to focus on a particular area of interest in the history of wisdom and produce new knowledge in light of their study.

PHI 621 Consciousness

3 units

"We are the cosmos made conscious and life is the means by which the universe understands itself." — Brian Cox

What does it mean to have self-awareness? Does this awareness lie in the brain or elsewhere? Does it exist at all, except as a kind of permanent hallucination? Do animals have consciousness? Does Artificial Intelligence? In this course we will explore the phenomenon of consciousness through an interdisciplinary approach that includes philosophy, psychology, neuroscience, and medicine.

PSYCHOLOGY: The Soul

Required total units: 6

PSY 620: Wisdom and the Soul

3 units

Though the academic discipline of psychology is relatively new on the world stage, psychological insight and healing is as old as humanity. This course explores the relationship between modern psychology and ancient wisdom from around the world by focusing on religious cultures and the relevant psychological insights derived from their beliefs and practices.

PSY 621: Cross-Cultural Psychology

3 units

There was a time when the self was seen as autonomous and separate from culture, but recent developments in cultural studies and psychology have shown that the self may well be constituted by culture, or at least inseparable from it. When that insight is expanded to include other cultural influences, cross-cultural psychology emerges.

Conditions in which people live vary from place to place. Human norms of behavior and experiences – formed and developed in various environments – may also fluctuate from group to group. These kinds of differences (and, of course, similarities) are studied by cross-cultural psychology (Gudykunst & Bond, 1997). Cross-cultural

psychology is the critical and comparative study of cultural effects on human psychology. *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*

This course explores the relationship of cultures to each other and their influences upon the psyche and helps students develop intellectual and practical skills for living and leading in a complex, multicultural world.

Aesthetics and the Arts: IMAGINATION

Required Total Units: 3

Certificate students must take ONE of the following two courses:

IMG 621: Theories of the Imagination

3 units

Imagination is a graduate-level course that explores the multifaceted nature of the human imagination and the theories that have emerged to explain it. The course will begin by examining the historical and cultural roots of the concept of imagination, tracing its development from ancient philosophy to modern psychology. The course will then delve into contemporary theories of the imagination, including cognitive, neurological, and evolutionary perspectives. Topics to be covered include the relationship between imagination and creativity, the role of imagination in problem-solving and decision-making, the nature of mental imagery, and the relationship between imagination and consciousness. By the end of the course, students will have gained a comprehensive understanding of the theories of the imagination and the diverse ways in which it can be studied and understood. Students will also have developed critical thinking and analytical skills that can be applied to a wide range of fields, including psychology, philosophy, neuroscience, and the arts.

OR

IMA 623: Wisdom and Technology

3 units

The course will explore the intersection of wisdom and technology, examining how technology can be designed, developed, and used in ways that promote wisdom, mindfulness, and well-being. Students will engage in interdisciplinary discussions and reflections on the role of technology in shaping our personal and social lives, including the ethical, moral, and spiritual dimensions of technology use.

Through readings, case studies, and discussions, students will explore the following topics:

- The history and philosophy of wisdom traditions and their relevance to the modern world.
- The impact of technology on human cognition, emotion, and behavior.
- The design principles of technology that promote mindfulness, well-being, and ethical decision-making.
- The role of technology in enhancing human potential, creativity, and flourishing.
- The ethical and social implications of emerging technologies, such as artificial intelligence, virtual reality, and social media.

Students will be encouraged to critically examine their own relationship with technology and develop strategies for cultivating wisdom, mindfulness, and ethical decision-making in the digital age. The course will draw on perspectives from philosophy, psychology, neuroscience, and computer science, among other disciplines.

Overall, the course will provide students with a framework for understanding the complex relationship between wisdom and technology and equip them with the knowledge and skills to create and use technology in ways that promote well-being and ethical decision-making.

Teachers

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Krista Noble, Ph.D. vedicphilosophy108@gmail.com	Ph.D., Vedic Science, Maharishi University of Management M.A., Vedic Science, Maharishi University of Management
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

Dr. Jonathan Westover	Ph.D., Sociology, International Political Economy, Work and Organizations, University of Utah
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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 each other and with the teacher. Instructional time may include any of the following.

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

Each course requires the reading of text material, viewing the multimedia resources on the course page, and participating in the discussion forum, for which a weekly writing prompt is provided. Students must also participate in a research project and turn in a final written paper. All these interactions, including assessments and exams, are factored into determining the quarter credit hours assigned to each course. Holmes Institute® uses a Course Workload Estimator available from Wake Forest University to calculate approximate hours per week a student should expect to spend on the course.

Credit Transfers

Consideration for transfer credits is program specific. The acceptance of credit earned at Holmes Institute for transfer credit into another institution is up to the discretion of the receiving institution. For consideration of transfer credit by Holmes Institute®, 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 and, if possible, the course syllabus and 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 Wisdom Studies – maximum of 6 credits (up to 2 Holmes Institute® courses)
- Certificate in Wisdom Studies – 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 six 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, gender 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®, CC Coltrain, at ccoltrain@holmesinstitute.edu.

The Institute provides reasonable accommodations for disabilities diagnosed by a qualified professional. Contact the ADA Compliance Coordinator via email at ada@holmesinstitute.edu.

Process for Requesting Accommodations Under the ADA

Holmes Institute provides adequate and appropriate accommodations where needed. Holmes Institute® requests information about disability during the application process for two reasons: (i) to give the Institute ample time to arrange for any needed accommodations and (ii) to encourage students who will benefit from accommodations to request them early in the process. Of course, a student may request accommodations at any time during their educational program at Holmes Institute®.

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 disclosure of disability will not result in a denial of or discrimination in admissions, or at any time during the student's educational program.

The ADA Compliance Coordinator will request a diagnosis in writing for the requesting student including, if possible, recommendations for appropriate accommodations. Once that is received, the student and the ADA Compliance Coordinator will discuss what accommodations are appropriate for the student. Accommodations may include longer time windows for exams; exams delivered and answered orally and recorded for grading review; extended completion times for coursework; and other accommodations to meet the student's individual needs.

The ADA Compliance Coordinator will then review the proposed accommodations with the appropriate faculty members to ensure that the faculty understands what is necessary and why, and to resolve any issues surrounding the practical implementation of the accommodations.

Any questions concerning disability or accommodations should be brought to the attention of the ADA Compliance Coordinator, ada@holmesinstitute.edu.

Withdrawal

A student may withdraw at any time by notifying the Administrative Registrar in writing (email, note, US mail) of his or her decision to withdraw from a course or from the program. If the student has not filled out a Request for Withdrawal form, the Administrative Registrar will forward that 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. Plagiarism (which is cheating) includes the use of AI-generated writing. You may not use advanced original text creation AI as your own work except when it is specifically allowed by the instructor for a given assignment.

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, 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, discussion forums, 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

In order to complete the program, students are required to maintain a cumulative grade point average of a 3.0. Students are encouraged to maintain grades in all courses of 3.0 or above. However, if a student receives a lower grade in a course (anything below a 3.0 or "B") they will not "fail" the course unless their grade is below 1.0 or D. The lower grade will simply reduce their cumulative GPA. If the cumulative GPA falls below 3.0, the student is placed on academic probation, described more fully below.

The President of the Institute reviews all grades on a quarterly basis. If a student receives a grade below 3.0 or "B," the student's advisor will contact the student to discuss the course and/or any difficulties the student may be having and to offer support. Depending upon the situation, the advisor may counsel the student to re-take the course at a later date.

Academic Probation

The President of the Institute reviews all grades on a quarterly basis. When any student receives a grade below 3.0 in a class, the President (and the student's advisor, if other than the President) reviews the student's overall progress by reviewing the student's current transcript/progress report. If the transcript shows a GPA of lower than a 3.0, the student's 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 at least three times during the period of probation to discuss options for improving their academic standing. The advisor provides assistance, which may include the following topics.

- Using the Grade Point Average Calculation tool in the Student Lounge under Section V.
- Taking a leave of absence if life circumstances are interfering with the student's performance.
- 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 online 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 replace the former grade on the student transcript, resulting in a higher recalculated cumulative GPA.

Should the student fail to raise their cumulative GPA to 3.0 or higher by the end of the three quarters after academic probation begins, they will be dismissed from the program unless truly exceptional circumstances are demonstrated to the satisfaction of the advisor, President, and Chief Academic Officer.

Leave of Absence

Any student may take one quarter off each year as a matter of course. If the student wants to take an additional quarter or quarters off, they must discuss with their advisor what is needed. A student may request a Leave of Absence of not more than one year by filling out and submitting a Request for Leave of Absence form, which is obtained from the Administrative Registrar. Upon return of the form and beginning of the leave of absence, the student's record in Salesforce is changed to reflect the starting date of the leave of absence.

If the student taking a leave of absence does not either (i) return to regular coursework at the end of the one-year period or (ii) contact his or her advisor to report exigent circumstances, he or she will be dismissed from the Institute. If exigent circumstances exist, the situation will be reviewed by the President, the student's advisor, and the Chief Academic Officer, and a decision will be made as to whether to extend the duration of the student's leave of absence.

Taking a leave of absence does not increase the maximum time for completing the program (six years).

Incomplete

A grade of "I" (incomplete) may be given any time there are incomplete assignments due to exceptional circumstances, including illness of student or other person for whom the student provides care, death of a close friend or family member, accident involving the student or close family member or other person for whom the student provides care, or travel exigency created by circumstances outside the student's control. Other exceptional circumstances may apply and should be addressed on a case-by-case basis. If the instructor has questions as to whether granting an incomplete is appropriate in the circumstances, they are to discuss the issue with the Chief Academic Officer.

The instructor's approval must be obtained prior to the end of the course to receive an incomplete. The "I" must be cleared within the quarter following the end of the term, unless other arrangements are made with the instructor for *exceptional* circumstances, such as unforeseen illness, accident, or death as noted above. 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.

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%)

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

Not generally acceptable in graduate work. 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.

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. A grade of "F" requires students to repeat the course.

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 by giving written notice to the Administrative Registrar. Please send, by email, note, or US mail, a written request for withdrawal to the Administrative Registrar. You will be asked to complete a Request for Withdrawal form, which is used to ensure refunds and removal from the institution's database and LMS for the course. 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 is graded based upon (i) discussion forum participation and (ii) final research paper.

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 Coordination & Learning Technology Manager or the President of Holmes Institute, who are always happy to discuss such matters with students.

Matthew Taylor, Student/Faculty Support Coordination & Learning Technology Manager

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

Email: dherfurt@csli.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 wisdom 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/>

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 audiobooks 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 include 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 by providing written notice in any form to the Administrative Registrar. If a student cancels within five days of signing the enrollment agreement, he/she receives a refund of all monies paid. If the cancellation is provided after five days of signing the enrollment agreement, the student will receive a refund of all tuition paid, but the application fee of \$75 and the enrollment fee of \$200 are non-refundable.

To withdraw from a course, the student may give written notice in any form to the Administrative Registrar. The student will be asked to fill out and return to the Administrative Registrar a Withdrawal Request form. 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%
40%-50%	50%	50%
60%-100%	0%	100%

*Except as noted above, the one-time program application fee (\$75) and program enrollment fee (\$200) are non-refundable.

All refunds are processed within 30 days of receipt of the initial 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: \$600.00 x .90 = \$540.00 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
Writing & Research, 6 units				
WRS 620	Graduate Writing & Research	3		
WRS 621	Thesis			
Leadership, 6 units				
LDR 620	Wisdom and Leadership	3		
LDR 621	Theories of Leadership	3		
Philosophy, 6 units				
PHI 620	Wisdom and the Soul	3		
PHI 621	Consciousness	3		
Psychology, 6 units				
PSY 620	Wisdom and the Soul	3		
PSY 621	Cross-Cultural Psychology	3		
Religion, 6 units				
REL 621	World Religions	3		
REL 620	Sacred Wisdom of the World	3		
The Imagination, 6 units				
IMA 620	Wisdom and the Arts	3		
IMA 621	The Imagination	3		
Electives, 8 units				
LDR 622	Change and Innovation**	3		
LDR 623	Organizational Communication*	3		
LDR 624	Seminar	3		
PHI 622	Philosophies of Death & Dying**	3		
PHI 623	Philosophies of Love*	3		
PHI 624	Seminar	3		
PSY 622	Meaning	3		
PSY 623	Creativity*	3		
PSY 624	Seminar	3		
REL 622	Religion and Society	3		
REL 623	Mythologies	3		
REL 624	Seminar	3		
IMA 622	Wisdom and Literature	3		
IMA 623	Wisdom and Technology*	3		
IMA 624	Seminar			

*required for CSL ministerial students

**one of the two are required for ministerial students

Certificate Wisdom Studies

Course	Title	Units	Completion Date	Grade
Writing & Research, 3 units				
WRS 620	Graduate Writing & Research	3		
Leadership, 6 units				
LDR 620	Wisdom and Leadership	3		
LDR 621	Theories of Leadership	3		
Philosophy, 6 units				
PHI 620	Wisdom and the Soul	3		
PHI 621	Consciousness	3		
Psychology, 6 units				
PSY 620	Wisdom and the Soul	3		
PSY 621	Cross-Cultural Psychology	3		
Religion, 6 units				
REL 621	World Religions	3		
REL 620	Sacred Wisdom of the World	3		
The Imagination, 3 units				
IMA 621	The Imagination	3		

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. Soni Cantrell Smith

Spiritual Leader, Centers for Spiritual Living

Rev. Michelle Arellano

Executive Director

Rev. Alice Reid

Minister Member, Chair

Linda Bremer, R.Sc.P.

Practitioner Member, Vice Chair

Tony Diaz, R.Sc.P.

Practitioner Member, Treasurer

Charles McClung

Laity Member, Secretary

Ayodele McClenney

Practitioner Member

Rabin Mendis

Laity Member

Rev. Dr. Sunday Cote

Minister Member

Rev. Pat Campbell

Minister 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.