



**Academic Review Committee  
Request Form: New Program**

ARC Use Only:  
 ARC #: \_\_\_\_\_  
 Program ID: \_\_\_\_\_  
 Status: \_\_\_\_\_  
 (A=Approved, I=Information item, R=Returned)  
 Date rec'd by ARC: \_\_\_\_\_

Please submit the ORIGINAL of this request form and supporting documents (along with an electronic version) to your unit ARC representative, who will deliver them to the Academic Review Committee.

**SECTION A: Program Information**

Program Title: Courtemplature Studies Minor  
 Originator(s) of the Proposal: Cavol Bowman  
 Proposal Date: 3/30/16  
 School(s): SSHS Convening Group(s): Listed below

Please attach a description of the proposed program, and all supporting documentation including the Provost's pre-approval.

**SECTION B: Approvals**

Reviewed and Approved by: See attachment

Title	Print name	Sign	Date
Convener (if a convening group exists)			
Graduate Council Chair			
School Curriculum Committee chair			
Dean			

**ARC Disposition:**

- Information item only - no ARC approval necessary<sup>1</sup>
- ARC recommends approval by the Faculty Assembly
- ARC does NOT recommend approval by the Faculty Assembly

ARC Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
print & sign

The ARC recommends the following:

**Office of the Provost Use Only:**

Approved  Not Approved Provost Signature \_\_\_\_\_ Date: \_\_\_\_\_

<sup>1</sup> Only applies to non-credit-bearing certificate programs

Extension to SECTION B: Contemplative Studies Minor Proposal

Approvals -Reviewed and Approved by:

Deans & School Curriculum Comm. Chair	Print Name	Sign	Date
SSHS	<i>[Signature]</i>	<i>[Signature]</i>	3/30/16
SSHGS	Stephen Rice (SSHGS coord)	<i>[Signature]</i>	3/30/16
INTD	E. Daffin	<i>[Signature]</i>	3/30/16
ASB	Lew Charkin	<i>[Signature]</i>	4/6/16

Convenors	Print Name	Sign	Date
SOCI	Paul Reck	<i>[Signature]</i>	3-30-16
BADM	Rikki Kuzug	<i>[Signature]</i>	4/6/16
EDUC	Rexton Lynn	<i>[Signature]</i>	3-30-16
PHIL	CM Candy	<i>[Signature]</i>	4/12/16
LITR	Ed Shaanon	<i>[Signature]</i>	3-30-16
PSYC	L. Perez Strumolo	<i>[Signature]</i>	4-26-16
ENST	<i>[Signature]</i>	<i>[Signature]</i>	4/6/16
LAWS	<i>[Signature]</i>	<i>[Signature]</i>	3/30/16
COND	E. Daffin (dean)	<i>[Signature]</i>	3/30/16
INTD	E. Daffin (dean)	<i>[Signature]</i>	3/30/16

## Checklist: Proposals for New Programs

Submit the following items along with this checklist. If an item is subject to approval in *only* one phase (feasibility or curricular), that information is indicated in parentheses. If an item applies *only* to a particular type of program, that information is also indicated in parentheses. Certificates developed by or affiliated with CIPL use CIPL's forms and items, but if they are credit-bearing certificates they will also need an ARC form.

### 1. Feasibility Phase:

- Program proposal
  - Program summary, objectives, and cooperative arrangements (if any)
  - Program's impact on the College's other programs, including the undergraduate curriculum if the proposed program is a graduate program
  - Program's need
    - If the program is in the liberal arts/sciences, indicate student demand and opportunities for further education if appropriate; if the program is career-oriented/professional, indicate student demand and labor market need, provide employer surveys, and describe opportunities for employment and advanced/additional study.
    - Alignment with the Strategic Plan
    - Comparison with similar programs in the State and neighboring states
  - Program's anticipated enrollment from launch to optimal level
  - Additional resources needed for the first five years

NA  Program budget (graduate program only)

Feasibility approval: Provost's signature: Beth E Barnett Date: 19 April 2016

*Upon approval by the Provost of the Feasibility Phase, include this signed form with the package for the Curricular Phase. Ensure all materials included in the Feasibility Phase are also included.*

### 2. Curricular Phase

- Program proposal form with all signatures
- Program proposal –documents required in addition to those provided in the Feasibility Phase
  - Program assessment
    - learning goals/outcomes
    - direct and indirect measures
    - assessment process
    - alignment of program outcomes to all-college goals/outcomes (undergraduate programs only)
    - alignment of program outcomes to program courses
  - Program's relationship to:
    - College's mission (check those that apply)
 

<input checked="" type="checkbox"/> Interdisciplinary learning	<input checked="" type="checkbox"/> Diversity/Inclusiveness
<input checked="" type="checkbox"/> Experiential learning	<input checked="" type="checkbox"/> Sustainability
<input checked="" type="checkbox"/> International understanding	<input checked="" type="checkbox"/> Student engagement
<input checked="" type="checkbox"/> Intercultural understanding	<input checked="" type="checkbox"/> Community involvement
    - College's Strategic Plan
    - School's mission and/or goals
  - Degree requirements
    - Course titles, descriptions, and credits
    - Course sequencing
    - Distinction between required and elective courses
    - Number of credits for the entire program, including general education (undergraduate program only)
- Consultant's CV (for state review only) (majors and graduate programs only)

Curricular phase: Materials (checklist, ARC form, all proposal documents) received by ARC: \_\_\_\_\_ (date)



## ARC Proposal

### Proposal for a Contemplative Studies Minor

#### SSHS

Contemplative Studies is an emerging interdisciplinary field. It features specific themes from across a wide spectrum of knowledge such as Philosophy, Religious Studies, Psychology, Sociology, Social Justice and Environmental Studies as well as the professions and the arts. Contemplative Studies address the meditative, contemplative or 'mindfulness' practices studied as: 1. elucidated by the contemporary methods of the social and natural sciences, and 2. as embedded within contextualized cultural-historical traditions. Thus, Contemplative Studies recognizes the importance of *both* third person and critical first person approaches to knowledge and in this way incorporates direct embodied experience into academic discourse. On all points, this minor would be emblematic of Ramapo's vision of interdisciplinary, experiential, international and intercultural learning.

As an interdisciplinary minor, Contemplative Studies serves as a rich Liberal Arts compliment to any major or professional training. The minor has 4 required core areas (12 credits) and two electives (8 credits) that integrate with other Liberal Arts majors and professional programs such as psychology, social work, business, medicine, law, geriatrics, education, nursing and environmental studies.

#### A. Program Summary, Objectives and Cooperative Arrangements

##### *Program Summary*

##### *I. The Core Courses:*

1. Foundation Course. The first 2 credit core course is a systematic 8 week mindfulness training program that was developed at the University of Massachusetts Medical Center. It involves a carefully sequenced series of measurable learning exercises that prepare students to successfully benefit from an 8 hour silent retreat at the conclusion of the training. This training allows students to experience contemplation directly as an embodied experiential practice. We will strongly recommend that this foundation course be taken sequentially as the first course in the minor, but will not require it.

2. Contemplative Studies Course. Students can choose one of two academic courses that are specifically contemplative in their scope and taught by instructors with a background in contemplative studies.

3. Experiential Course. In the Contemplative Practice category students choose one 2 credit course offered by the Bradley Center.

4. Cultural-Historical Traditions Course. In the Contemplative Culture and Traditions category students select one of three courses that will open students to the diversity of contemplative practices across time and culture. Here, students understand how contemplative practices have been embedded within cultural traditions throughout human history. Students learn about a variety of specific traditions, while also recognizing common patterns.

##### *II. The Electives:*

5. Elective Courses: Students select 2 courses from a list of 9 courses from across the college. These courses address career path possibilities in synchrony with existing majors, such as Psychology, Social work, Nursing, and Pre-Med Biology. Social Justice oriented courses would well coincide with a Political Science, Law and Society,



or most other social science majors. Students with an interest in education and/or specifically contemplative education would find applicable courses in this minor. As Ramapo lacks a Religious Studies program, we felt our program filled a vacuum in our Liberal Arts curriculum while offering career options for those interested in ministry or religion-oriented careers. It also offers an option for students who are simply curious about religion or seek a fuller academic understanding of their own particular faith traditions.

### *III. Service Learning*

Required Service Learning Project (noncredit): Students participate in 15 hours of service activity related to a project promoting mindful values and activities in the Ramapo community and beyond. Activities must be approved by the convener of the Minor prior to participation. These activities may be student-designed, participation in ongoing Center for Student Involvement activities, or projects sponsored by the minor. The convener of the minor will be the monitor of the completion of hours, reporting those hours to the registrar. Project activities might include:

- Promoting sustainability through work with Mahwah Environmental Volunteers Organization Farm
- Bringing meditative activities such as yoga and/or meditations to underserved populations through organizations such as Kula for Karma
- Trail work with the NYNJ Trail Conference
- Offering yoga and meditation classes to the campus community
- Environmental clean up
- Work with food pantries and breakfast programs
- Working with children bringing mindful games and activities to after-school programs

The service activities would serve to enhance students' capacity for compassion and commitment to use mindfulness and contemplative practices for the greater good.

### ***Program Objectives***

The central objective of the program is to provide students with a comprehensive cultural and historical understanding of contemplative practices and the ability to appropriately apply contemplative practices to their personal and professional development. Please note that all courses do not meet all objectives, but across the selected categories students will meet all objectives.

- Develop a personal contemplative practice
- Develop intrapersonal and interpersonal reflective skills
- Understand the history, practice and philosophy of diverse contemplative traditions
- Understand various cultural perspectives on religion/contemplative traditions.
- Understand and participate in scholarship on the effects of mindfulness
- Understand practical social applications of mindfulness across fields and professions

- Apply concepts in contemplative practice across disciplines and professions.
- Demonstrate compassion through service activity

**How do the objectives map onto the categories?**

**Alignment of Program Outcomes to Program Courses**

Objectives:	Categories
Develop a personal contemplative practice	1. Foundation course 2. Contemplative Studies Course 3. Contemplative Practices
Develop intrapersonal and interpersonal reflective skills	1. Foundation Course 2. Contemplative Studies Course 3. Contemplative Practices Course 6. Service Learning Project
Understand the history, practice and/or philosophy of diverse contemplative traditions	4. Contemplative Cultures and Traditions Course
Understand various cultural perspectives on religion/contemplative traditions.	4. Contemplative Cultures and Traditions Course
Understand and participate in scholarship on the effects of mindfulness	2. Contemplative Studies Course
Understand practical social applications of mindfulness across fields and professions	5. Applications Electives 6. Service Learning Project
Apply concepts in contemplative practice across disciplines and professions.	5. Application Electives 6. Service Learning Project
Demonstrate compassion through service activity	6. Service Learning Project

**Assessment**

Direct measures will include:

- Student grades in each course
- Common Exam Question across Culture and Traditions course referring to Program Objectives
- Conceptually Similar Exam Question across Applications courses referring to program objectives.

- Survey of program alumni in reference to program objectives.

Indirect measures will include:

- Survey of faculty teaching in the minor addressing program objectives
- Review of student evaluations of faculty in the minor

The assessment process: Common questions will be sequenced across the years ensuring that all objectives will be assessed over a 3 year period. The Convener will collect and analyze all above data and make a yearly report on the findings. These findings will be shared with the Convening Group to guide the program's growth and development.

### ***Cooperative Arrangements***

This program is interdisciplinary across 4 schools and 10 convening groups. Each entity supports the program, contributes to the curriculum, and benefits from the potential for increased student enrollment.

**B. Program's impact on the College's other programs:** This program has potential for a positive impact on the colleges other programs. The courses included in the minor are all currently offered at least once a year by the respective schools and convening groups. We see the possibility for enhanced enrollments in our listed courses that would benefit participating programs from across the college. To reiterate, this minor would be emblematic of Ramapo's fourfold vision of interdisciplinary, experiential, international and intercultural learning.

**C. Program's Need:** Many students enter college with existential concerns and a quest for answers regarding meaning and purpose in their lives. In a 2003 national survey, the UCLA Higher Education Research Institute found that college students are disappointed to learn that their undergraduate experience often bypasses such questions of existential purpose and meaning. Within a secular academic context, this program would strive to offer students the means for resolving such concerns. Furthermore, anxiety among college students is an increasing problem. In 2004, one-third (32%) of nearly 50,000 students surveyed at 74 US campuses cited stress as the greatest impediment to their academic performance (American College Health Association, 2004). The proposed interdisciplinary program would provide students, from across the college, an opportunity to gain lifelong skills in self-management, to explore questions of meaning and purpose, and develop positive social practices that will support them throughout their lives. We see this program as a compliment to each and every program at Ramapo.

**D. Alignment with College Strategic Plan, Objectives and Mission:** This program is an exemplary integration of the mission, vision and many of the strategic goals of Ramapo College. It holistically supports students' personal development and the actualization of their human potentials. It aligns with Ramapo's interdisciplinary mission as it integrates courses from 3 of the 5 schools. It contains multiple avenues for experiential learning through courses that require physical practice, and opportunities to participate in service on campus and the external community. It enriches international and intercultural understanding through a curricular focus on diverse traditions of contemplative practice across cultures, history and geography. Finally, the contemplative emphasis of the program especially encourages self-discipline and empathic pro-social applications of mindfulness in human relations across social barriers.

The Program will meet **College Objectives** by:

1.1 offering a rigorous curriculum replete with extensive experiential learning.



1.2 requiring social and civic engagement through curriculum content and service learning.

3.1 focusing on the development of inter and intrapersonal communication skills.

4.1 enhancing the safety and supportiveness of the College community

4.3 enhancing students' self-awareness, compassion and respect for others

The program aligns with and exemplifies every tenant of the **SSHS Mission**:

The School of Social Science and Human Services creates an interdisciplinary learning environment grounded in experiential learning and active participation in community experience. Using social science perspectives, we engage our students in critical thinking about enduring and emerging issues of our world, including psychological, social, cultural, economic, political, legal and environmental dimensions based on principles of social justice and sustainability. The values of diversity, inclusiveness and international and intercultural understanding are integral to our process of life-long learning. *SSHS Mission*

**E. Comparison with similar programs in the State and neighboring states:** This Program would be the first of its kind for New Jersey and the surrounding New York Metropolitan area. Institutions such as UCSD, Brown University, and the University of Virginia offer similar programs, but these are very different types of academic institutions. These institutions are also far out of geographic range and are thus not poised to be competitive with our program.

**F. Program's anticipated enrollment:** We hope to begin enrollment with 10+ students and grow to 40+ within 5 years. This program would offer a unique, timely and desirable contribution to our region. It could also draw enrollment from uniquely self-motivated students with strong academic interests.

**G. Additional Resources:** We do not anticipate the need for additional resources other than those usually allotted to any minor program. We expect to coordinate our curriculum and activities with the Krame Center offerings.

## ADDENDUM

### Contemplative Studies Minor Courses

**I. Core Required Courses:** INTD 2XX Mind Based Stress Reduction (2 Credits), Contemplative Focus courses (4Cr), Contemplative Practice courses (2 Cr) Contemplative Traditions Courses (4 cr), non-credit service project = total: 12 credits.

**II. Elective Courses:** Two 4 credit courses. Total: 8 Credits Total Minor Credits: 20

I. Required Core Courses	Crs
<b>1. Foundation Course:</b> INTD 240 Mindfulness Based Stress Reduction Seminar (MBSR) (2 Cr)	2
<b>2. Contemplative Studies Course (Pick one)</b> EDUC 205 Contemplative Practices in Education PSYC 222 Psychology of Yoga	4
<b>3. Contemplative Practice Course (Pick one)</b> COND 104 Yoga 1 (2 Cr) COND 109 Yoga 2 (2 Cr)	2
<b>4. Contemplative Culture and Traditions Course (Pick one)</b> PHIL 201 World Wisdom Traditions LITR 260 World Mythology PHIL 235 Asian Philosophy	4
<b>II. Electives</b>	8
<b>5. Applications (Pick two courses)</b>  SOCI 230 Sociology of Health and Medicine BADM 301: Ethics in Business EDUC 230: Methods of Contemplative Education for Children and Youth PSYC 430 Contemplative Psychology PHIL 321 Philosophy of Beauty  ENST 209 World Sustainability ENST 335 Ecology, Society, and the Sacred LAWS 210: Law, Justice and Morality LAWS 340 Civil Disobedience	

\*All curricula are attached in hard copy.

# College Catalogue Descriptions of Contemplative Studies Minor Courses

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## 1. Foundation course

### INTD 240 - MIND BASED STRESS REDUCTION SEMINAR

This course is designed to teach students how to integrate and apply mindfulness in their everyday lives and to the range of challenges arising from medical and psychological conditions and life stresses. Embedded within the context of mind/body medicine, the course focuses on the experiential cultivation of both “formal” and “informal” mindfulness practices as foundation for the cultivation of positive health behaviors and psychological and emotional resilience that can be effectively utilized across the life span. The approach supports the learning, strengthening and integration of a range of mindfulness-based self-regulatory skills through the development and refinement of inherent internal resources. The course integrates the “minds-on,” secular practice of paying attention to the present moment, on purpose and without judgement. The course components: (1) An experiential approach to self-management through body based mindful practices including body scan, yoga, and meditation (2) An exploration of the physiology of stress, an exploration of chronic stress-based disease, and the physiological effects of mindfulness practices. (3) An experiential approach to mindful communications and relationship (4) An investigation of the cognitive, social, and personal benefits of these practices

0.000 TO 2.000 Credit hours

0.000 TO 2.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Lecture/Online, Online Course, Seminar

Interdisciplinary Studies Department

## 2. Contemplative Studies Course ( Pick One)

### EDUC 205 - CONTEMPLATIVE PRACTICES IN EDUCATION

This course integrates asana and other forms of physical mindfulness as a pedagogical tool. (Meaning students should come prepared to move.) It is organized around three components: (1) an overview of diverse traditions of contemplative practices and an exploration of commonalities within these practices with a focus on Yoga philosophy; (2) an exploration of physical mindfulness and the mind, body, spirit connection in the creation of our personal contemplative practices; and (3) an investigation of the educational, social, and personal benefits of these practices. The first component introduces material from the classical traditions of Asia--indu, Buddhist, Taoist--and of the Middle East--Jewish, Christian, Muslim and syntheses of different traditions (e.g., the work of Thich Nanh Hanh that bridges Asian and Western traditions); In working with a broad range of traditions, we consider two kinds of material: (1) classical texts that undergird contemplative practices; and (2) modern commentaries on these practices that explore benefits to the body, mind, and society. These physiological, psychological, and sociological perspectives are important in preparing us to explore the educational benefits of traditional contemplative practices. The second component presents traditions of physical mindfulness and yoga pedagogy, and the third component presents educational benefits of



## College Catalogue Descriptions of Contemplative Studies Minor Courses

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contemplative practices not only in formal settings such as the classroom but also in other settings such as psychotherapy and conflict resolution. In our readings we explore these benefits from the perspective of both the individual and society.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Education Department

### PSYC 220 - THE PSYCHOLOGY OF YOGA

This course will critically review the philosophical psychology of classical Indian yoga. These theories and practices will be discussed in relation to traditional South Indian cultural context of Hindu and Buddhist thought and various schools of Indian philosophy and traditional medicine. This approach will be integrally applied to contemporary clinical theory and practice in psychology. Fulfills Elective requirement. (Formerly Category 5)

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Psychology Department

Course Attributes:

WRITING INTENSIVE

### 3. Contemplative Practice Course

#### COND 104 - YOGA I

This course is an introduction to a series of gentle Yoga postures and techniques of stretching, deep breathing exercises, relaxation and some short meditation techniques to relieve stress and increase our physical and mental energies. This course is not eligible for a letter grade--

Pass/Fail grading only.

0.000 TO 2.000 Credit hours

0.000 TO 2.000 Lecture hours

Levels: Undergraduate

Schedule Types: Lecture

Conditioning Department

#### COND 109 - YOGA II

This course builds on the skills and knowledge learned in Yoga I. Students will be introduced to

## College Catalogue Descriptions of Contemplative Studies Minor Courses

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more advanced Yoga asanas (postures) and techniques of stretching, basic anatomy of the yoga postures, pranayama (breathing exercises), relaxation practices and meditation. This course is not eligible for a letter grade--Pass/Fail grading only.

0.000 TO 2.000 Credit hours

0.000 TO 2.000 Lecture hours

Levels: Undergraduate

Schedule Types: Lecture

Conditioning Department

### 4. Contemplative Culture and Traditions Course (Pick 1)

#### PHIL 201 - WORLD WISDOM TRADITIONS

This course will introduce you to Philosophy's "World Wisdom Traditions." Philosophers are supposed to be "lovers of wisdom". They sometimes make arguments on what is real, or what is just, or what is true. In this class, we will all become philosophers. And as philosophers, some questions we will ask ourselves are: What is an argument, and why make one? Does God exist? Do we exist? How should we treat ourselves or other people? Special attention will be paid to how Eastern and Western Philosophy and religion intersect in four great wisdom traditions: Abrahamic, Greco-Roman, Indian, and Chinese philosophies.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Philosophy Department

#### LITR 260 - WORLD MYTHOLOGY

(Formerly LITR 244) This course will explore the meaning of mythology by examining a great variety of myths drawn from many different cultures. Although it will focus on three broad types of myth -- cosmological, fertility and hero narratives -- it will highlight the socio-historical circumstances that give each myth its particular meaning, as well as those aspects of the human condition that provide a common ground for this intricate web of meaning.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Literature Department

## College Catalogue Descriptions of Contemplative Studies Minor Courses

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Course Attributes:

GE-TOPICS ARTS AND HUMANITIES, MJ-LITR-Litr Prior To 1800, MJ-LITR-Int'l Litr Selection

### PHIL 235 - ASIAN PHILOSOPHY

This is a survey course that will offer students an introductory understanding of the main schools of philosophical thought indigenous to South and East Asia.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Lecture/Online, Online Course

Philosophy Department

### 5. Applications (Pick two)

### SOCI 230 - SOCIOLOGY OF HEALTH & MEDICINE

Many elements can be said to constitute a legitimate analysis of health, illness and medicine; among these are definitions of health and sickness, the impact of macro structures such as the economy and the structure of the health professions as well as the role of civil society and public health initiatives. The focus of the course is on diverse topics such as professionalization, inequality in access, social policy and technology. We will discuss how illnesses arise, models of health and wellness and the role of public policy in a comparative perspective. Health and healthcare policy has been the subject of much debate in the United States. There is an interactive relationship between the ways in which health and illness are understood and treated in society. Although the western or allopathic model of health and illness is generally hegemonic, other paradigms do inform modes of health care practice such as homeopathy and folk medicine. We will examine these modalities as well. It examines definitions of health and medicine as well as the development of the health care professions in historical context. Students will examine the social forces that impact conceptions of health and illness and the delivery of healthcare in the United States and in other countries.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Sociology Department

Course Attributes:

GE TOPICS SOCIAL SCIENCE, TS-Sch Core- SCP Category



## College Catalogue Descriptions of Contemplative Studies Minor Courses

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### BADM 301 - ETHICS IN BUSINESS

The business community is a subculture within the larger community, yet its particular demands upon behavior lead to ethical questions that are not common to every part of that community. The market is regulated by competition rather than cooperation, and in the model advanced by many theorists only an interest in profits can guide market decisions. Such an institutional structure does not seem to recognize or represent motivations that are not derived from profits. In the theoretical description of the market, for example, a body of law is necessary to provide common limits of action, but it is the unprofitable nature of disobedience that generates an interest in obedience to those laws. The course will investigate the manner in which ethical discourse may respond to the problems engendered by this unusual institutional structure, relatively new to history.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

All Sections for this Course

Business Administration Department

Course Attributes:

SB-ETHICS, GE-TOPICS ARTS AND HUMANITIES

### EDUC 230 - METHODS OF CONTEMPLATIVE EDUCATION FOR CHILDREN AND YOUTH

This course is designed to teach the knowledge and skills necessary to teach mindfulness practices to PreK-12 students in both academic and other environments. The course focuses on experiential teaching methods to cultivate both “formal” and “informal” mindfulness practices as a foundation for the cultivation of psychological and emotional resilience that can be effectively utilized across the life span. I Yoga is the central mindfulness practice for children, as it integrates the developmental physiological “need to move” of children and young adults. The course integrates the “minds-On”, secular practice of paying attention to the moment, on purpose and without judgement. Students will select a track that addresses the age levels with which they wish to work, but will also learn about the fill arch of child development. This is a required course for certification by the Yoga Alliance as a Registered Children’s Yoga Teacher (RC YT). The course components include: (1) an experiential approach to teaching students self-management through body based mindful practices including yoga ' (2) an exploration of the physiology of anxiety in Children and an exploration of chronic stress-based disease, and the physiological effects of mindfulness practices. (3) an experiential approach to mindful communications and relationship (4) an investigation of the cognitive, social, and emotional benefits of these practices

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

## College Catalogue Descriptions of Contemplative Studies Minor Courses

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Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Lecture/Online, Online Course

Education Department

### PHIL 321 - PHILOSOPHY OF BEAUTY

This course will be a comprehensive survey of aesthetics, the philosophy of beauty. Aesthetics is the philosophical study of judgments of taste and beauty. Art (for example, visual art, music, literature, or architecture) and nature are prominent themes in aesthetics. This course will survey different topics in aesthetics, and we will all become philosophers. Some questions we will ask ourselves are: What is art? Is art necessarily beautiful? Is beauty objective or subjective? What does it mean to have an aesthetic experience? We will read ancient, modern, and contemporary works from European, American, and Chinese philosophy. We will also pay special attention to the role of art in public and private life.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Philosophy Department

Course Attributes:

GE-TOPICS ARTS AND HUMANITIES, WRITING INTENSIVE

### PSYC 420 - CONTEMPLATIVE PSYCHOLOGY

This capstone seminar will examine the psychology of mindfulness meditation practice from the perspectives of: (1) The traditional systems of contemplative practices (Samkhya-yoga, Theravada, Vajrayana, and Mahayana Buddhism. Lectio divina, kabbala); (2) Contemporary phenomenological psychology; (3) Social neuropsychology and social/developmental psychology (including cultural psychology); (4) Contemplative psychotherapy; and (5) Empathy training. In addition to readings and discussions, the seminar will require experiential training in relevant contemplative practices (e.g., breath-focused mindful attention, yoga practices, mindful listening, reflective group activities, and reflective journaling). Furthermore, students will conduct a descriptive phenomenological research project on some aspect of contemplative practice. The organizing questions of the seminar will be: How have the historical contemplative traditions replied to the perennial psychological concerns with (1) how to live a meaningful and wholesome life? (2) how to cope with suffering and trauma? and (3) how to enhance our powers of empathy and generosity with other people.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate



# College Catalogue Descriptions of Contemplative Studies Minor Courses

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Schedule Types: Hybrid, Lecture, Online Course

Psychology Department

## ENST 209 - WORLD SUSTAINABILITY

"World Sustainability examines three interacting destructive tendencies of the modern period, all exacerbated by exponential population growth and rampant over consumption: the catastrophic degradation and contamination of our planet home (i.e., the ecological crisis), the extreme polarization between rich and poor (i.e., the economic crisis), and the eclipse of community (i.e., the social crisis). The course explores the emerging global Civil Society that everywhere attempts to establish legitimate democratic discourse and accountability. The course moves beyond an understanding of the problems, offering a social ecological framework for damage repair and transition to a new sustainable world that will change the way students think about their lives and motivate them to become part of the solution." The course counts for the General Education International Studies requirement, and also either the SSHS requirement in Sustainability. Gateway core courses in Environmental Studies. For Environmental Studies majors, it is recommended that, prior to or concurrently with the core, you complete the three science foundations prerequisites to the program: biology, geology or geography and environmental science.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

All Sections for this Course

Environmental Studies Department

Course Attributes:

GE-INTERNATIONAL ISSUES, MJ-INTL-Global Issues Conc, SS-Sch Core-Sustainability

## ENST 335 - ECOLOGY, SOCIETY, AND THE SACRED

An examination of the social, ecological, and spiritual constructs that have emerged with the human species and their collective impact on the rest of the biotic community.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Environmental Studies Department

Course Attributes:

GE-INTERCULT NORTH AMERICA, SS-Sch Core-Sustainability



## College Catalogue Descriptions of Contemplative Studies Minor Courses

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### LAWS 210 - LAW JUSTICE AND MORALITY

This course will explore the dialectical relation between Law, Justice, and Morality from the perspective of the humanities--drawing upon the disciplines of jurisprudence, literature, history and philosophy in the process. The focus of the course regards the many ways in which justice as both a moral and a legal construct has been conceived by writers throughout the ages--from Biblical and Hellenic to modern and contemporary times. Particular emphasis will be given to the theoretical foundations of law, the socio-historical embeddedness of law and justice and the relationship of the individual to state authority.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Law and Society Department

### LAWS 340 - CIVIL DISOBEDIENCE

This course is a sustained inquiry into the phenomenon of modern civil disobedience, primarily by way of the thinking and practice of its greatest proponents. It will proceed in two distinct stages. First, it will uncover the pivotal foundations of modern civil disobedience by exploring the lives and times of its founding fathers--Socrates, Thoreau and Tolstoy. We will then turn from foundations to contemporary practice to examine the lives and times of its two greatest practitioners (Gandhi and King), and to critically highlight some of the most salient historical examples of the practice.

0.000 TO 4.000 Credit hours

0.000 TO 4.000 Lecture hours

Levels: Undergraduate

Schedule Types: Hybrid, Lecture, Online Course

Law and Society Department

Course Attributes:

GE-TOPICS ARTS AND HUMANITIES, MJ-LAWS-Law & Society Elective