



**Course Outline for**

# **Metaphysics/ Spirituality**

*Author: Prof. Oko Offoboche ACPTCAM, NCPNM, FIIM, FIMC*

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## Chapter 1 Introduction

**Focus & Purpose:** to prepare a Course Outline for Metaphysics/spirituality department in National College of Natural Medicine (NCNM).

**Structure:** Curriculum design process.

**Language** used: English.

### **Degrees and Qualifications:**

#### **Degrees:**

Bachelor degree is recorded as Singular degree; academics are no longer for only men.

Bachelor Degree: MSc.B (Bachelor of Metaphysics) and BSc Metaphysics

B.A Spirit (Bachelor of Spirituality)

B.A (Psych)

B.Sc (Clinical Metaphysics)

Masters Degree: MSc.M (Master of Metaphysics) and MSc Metaphysics

M.A Spirit (Master of Spirituality)

M.A (Psych)

M.A Divinity

M.Sc (Clinical Metaphysics)

Doctoral Degree: Ph.D in MSc and MSc.D (Doctor of Metaphysics)

D.Spirit (Doctor of Spirituality)

PhD (Spirituality)

D.A (Psych)

***National College of Natural Medicine***

D.A Divinity

D.Sc (Clinical Metaphysics) [DSCM]

Fellowship: Fellowship (Academic), Fellowship (Honorary).

Professorial Status: Professorship (Honorary), Professorship (Lecturer), Professorship (Research).

**Qualifications/ Status:**

Honorary Qualifications: Doctoral, Fellowship, Professorship.

Research Qualifications: Fellowship & Professorship.

Academic Qualifications: Bachelor, Masters, Doctoral, Fellowship (Academic), Fellowship (Honorary), Professorship (Honorary), Professorship (Lecturer), Professorship (Research).

Administration/ Lecturing Stages: Junior Lecturer, then Senior Lecturer II, Senior Lecturer I, Assistant Professor, Associate Professor, Professor, HOD (Head of Department), Dean (Head of the Faculty), Provost of the College is equivalent to Vice Chancellor.

## Chapter 2 **Context of Higher Education**

Almost all curricula are highly influenced by the social, physical, economic and cultural environment. Chapter 2 presents examples of these environments, acknowledging that these will change over time and between contexts. For ease of explanation the chapter is divided into programme/ discipline, institutional, national and international contexts.

Filters that influence curriculum decisions

|                         |                              |
|-------------------------|------------------------------|
| Student characteristics | Pragmatic factors            |
| Student goals           | Pedagogical literature       |
| External influences     | Advice available on campus   |
| Program goals           | Facilities and opportunities |
| College goals           |                              |

Table 2.1

## ***National College of Natural Medicine***

The different and other contextual filters are divided into International, National, Institutional, Programme/Discipline contexts which influence the curriculum planning process. Difficulty understanding contextual influences is that they are constantly changing and are unique to the programme, time, place and the persons involved. Concept of preparing students for a more complex changing world is forefront for many programme teams: Students mobility, research, transactional online education.



Class

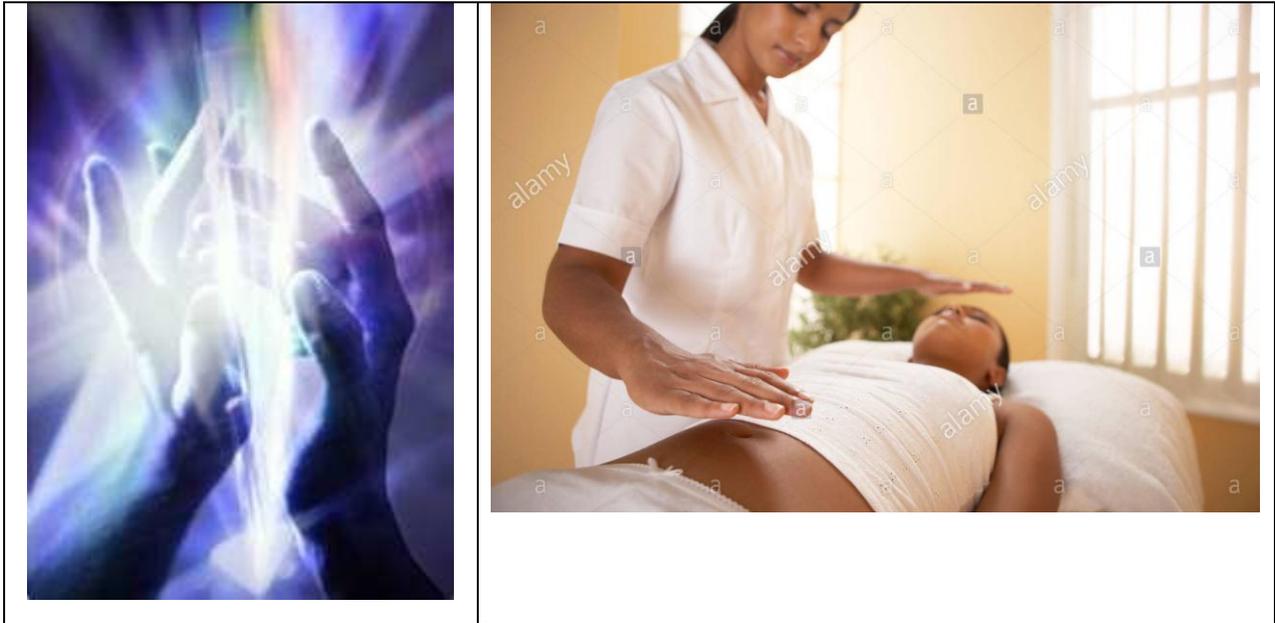
Each institution locality has its own social, historic, political and economic contexts; which impacts on how the curriculum is developed locally or impacted locally or how staff develop their building blocks within the curriculum. The curriculum is made to suite such conditions.

The international students have diverse background that the programme must be adaptable to all.

In this curriculum, we plan for employment immediately after school by introducing the students to work as IT (Industrial Attachment) for various industries from when they finish their first stage of learning so that by the time they get to their fourth stage they would be secured in the work place before leaving NCNM. Economic environment influences nature of higher education. We should develop articulate attributes at discipline levels and generic levels. Learning should be both online and face to face. Basic theories can be sent to the students to prepare them for practical classes where they will experience all they have read first hand in class by themselves, so they can treat patients on their own.

## **Chapter 3 Programme Discipline Context**

School Resources influence the programmes; nature of lecturers and number in class. Students should be broken into numbers that can learn easily from the teacher. A class of around thirty or just above thirty students or less will learn more with direct practical experience than a class of over 80 students will learn directly and understand. Professions of today are not professions of tomorrow so; the college, faculty and departments will be adapting to the global changes and retaining the core values of the African medicine to keep the ancestral knowledge for posterity. The need for the programme is the starting point of the programme that the student must be made to be aware of why he/she wants to be an African Medical Doctor. Educational philosophy is the vision and values of the discipline: (1) purpose, (2) education (subject, professional values and discipline), (3) discipline; learning environment; key approaches to (1) teaching, (2) learning and (3) assessment.



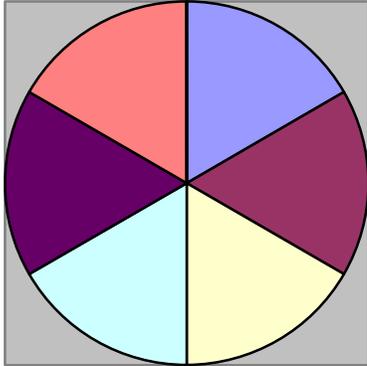
Treating a patient

### ***National College of Natural Medicine***

All programmes would have been discussed and negotiated by key stake holders like the HODs with Deans and Provost of NCNM. Curricula should be concise with accessible paragraphs (6-8 sentences and 12 paragraphs), written in clear language and to the indigenous popular language of the people, and it should be dynamic to changes over the years.

Educational philosophy is to dialogue and articulate individual educational and subject discipline/ professional values that will be used after leaving the college of African Medicine by assessment exercises. Regular meetings with HODs will be done to develop curricula to optimum standard that the international community will emulate. Discuss educational pathways with students and teachers; with students, discuss electives purposes and uses in their life in future; with teachers, discuss assessment approaches to be flexible with different students. Since no two people are alike, so different modification of the template will suit each teacher and student.

## Chapter 4 Curriculum Design Process



- Programme Education Philosophy
- Curriculum Models
- Programme Aims & Outcomes
- Programme Organization & Structure
- Programme Teaching Learning & Assessment Strategies
- Module Design

### 4.1 Context:

Programme Education  
Philosophy  
Module Design

### 4.2 Supporting Students & Staff:

Curriculum Models  
Programme Aims &  
Outcomes

### 4.3 Evaluation Strategy:

Programme  
Organization & Structure  
Programme Teaching  
Learning & Assessment  
Strategies

Chapter 5 Template

# Template of Department of Metaphysics/ Spritual healing

## Head of Department (HOD)

|

(Training of Africans as African Medical Doctors)

|

[Training measured in hours equivalent to 8 years training time]

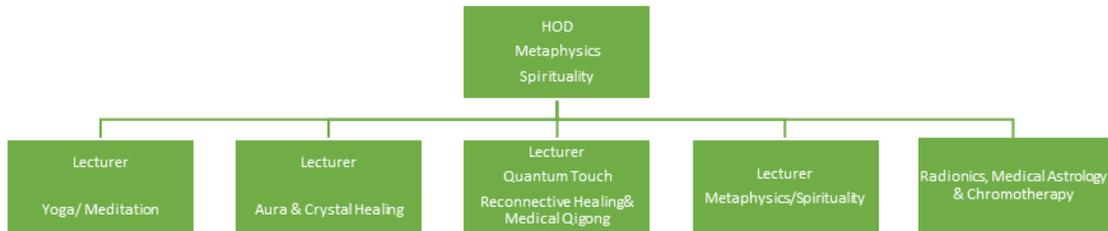
(Allopathic Medicine training hours is 8 hours daily)

(African Medicine training hours is 15 to 17 hours daily)

(Allopathy = 2,000 hours yearly, i.e.: 14,000 in 7 years)

(Natural Medicine = 3,750 to 4,250 hours yearly in e.g. 3 years, i.e.: 11,250 to 12,750)

(Natural Medicine = 3,750 to 4,250 hours yearly in e.g. 4 years, i.e.: 15,000 to 17,000)



## Organogram

## Chapter 6 Curriculum

### **Course Outline for Metaphysical/ Spiritual Healing**

#### **Metaphysics**

##### ***Bachelor's Degree in Metaphysical Science, B.Msc, B.Sc in Clinical Metaphysics.***

Through National College of Natural Medicine, you have the option of being an active or non-active Metaphysical healer. The program consists of 48 modules with 48 open-book exams.

#### **Masters Curriculum for Clinical Metaphysics**

##### *Course code 701*

Course: True History and Orientation of Origin of Medicine; explaining how Medicine began in Nigeria and grew in Africa, and the true writer of the Medical Oath Amunatop that was plagiarized by Hippocrates.

##### *Course code 702*

Course: Science of faith in treatment; the medical Practitioner tells the patient to feel the tooth ache pain and transfers it through the shortest path in his/her body to the Solar Plexus that is the sit of the spirit, which will relieve the pain and solve the problem.

#### **Doctorate Curriculum for Clinical Metaphysics**

##### *Code 1101*

Course: Science of faith in treatment and practicals on how it works.

You can elect to complete only the Bachelor's Degree program in conjunction with the Ordained healing program, with the option to continue on with the Master's and Doctoral degree programs.

1. Attracting and Maintaining Prosperity of Spirit via Soul
2. Conscious Spiritual Self-Realization for Success by faith
3. How to Put Action behind Your Meditations for Success and Happiness
4. Mastering Your Weaknesses through Your Inner God-Power
5. Establishing and Maintaining a Positive Transcendent Attitude
6. Metaphysical Principles of Winning the Game of Life
7. Establishing Mystical Self-Direction
8. Spiritual Mind Magnetism
9. Channeling God-Power into Your Daily Activities (healing)
10. Eliminating the Negative and Strengthening the Positive
11. Spiritual Mind Treatment
12. How to Handle Problems as They Arise
13. Establishing Positive New Patterns in Your Life
14. Activity Visualization
15. Physics Mechanics of Success for self-healing
16. The Power of Meditation Practices

## **National College of Natural Medicine**

17. Reversing Negative Trends into Positive Ones
18. Complete Daily Mental Rebirth Treatment
19. Metaphysical Laws of Success
20. How to Give Metaphysical Treatments
21. How to Use Intuitive ESP for Success and Happiness
22. The Role of Diet and Sex in Metaphysics
23. Metaphysical Philosophy of New Consciousness for Successful Living
24. Transformation
25. How to Have all Channels Open for Success
26. Understanding and Using Cosmic Mind Telepathy for Success and Happiness
27. How to Practice the Power of Transcendent Awareness
28. Metaphysical Sensitivity Training
29. Convincing Yourself You Can
30. Reaction Control or How to Have Positive Control over Your Life
31. Motivation
32. Positive Conditioned Reflex Living
33. Metaphysical Principles of Overcoming
34. Metaphysical Principles of Materializing
35. Metaphysical Principles of Self-Belief
36. Metaphysical Principles for Achieving Happiness
37. How to Live the Metaphysical Life Daily
38. Metaphysical Principles of Prosperity
39. Projecting the Real You to Others
40. Controlling Psychic Vibrations in Your Immediate Environment
41. Establishing and Maintaining Control over Your Life
42. Moderation
43. Creative Thinking – or Finding the Intuitive Ideas that Can Bring Success in Life
44. Creating a New Self-Image for Successful Living
45. Metaphysical Principles of Achieving Success
46. Psychic-Mystical Secrets of Getting Prayer Answered
47. Developing a Prosperity Mentality
48. Establishing and Accomplishing Your Goals
49. Science of faith in healing
50. Clinical use of Metaphysics in Hospitals

**Fee:** ₦ 500,00 to 1,000,000 (for modification and discretion by faculty)

### ***Master's Degree in Metaphysical Science, M.Msc, M.Sc in Clinical Metaphysics.***

The program consists of 18 modules with 18 open-book exams, and requires in addition the submission of a thesis with a minimum word count of 6,000 words. The thesis topic must relate to at least one of the curriculum subjects covered in either the Bachelor's or Master's modules. Students have access to and guidance from the Master's Thesis Handbook and approved thesis samples of healing when writing the thesis, as well as a Thesis Advisor.

1. The Metaphysical Psychology of Consciousness (Part I)

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2. The Metaphysical Psychology of Consciousness (Part II)
3. The Metaphysical Psychology of Consciousness (Part III)
4. The Metaphysical Psychology of Consciousness (Part IV)
5. Psychic-Mystical Aspects of Metaphysics (Part I)
6. Psychic-Mystical Aspects of Metaphysics (Part II)
7. Psychic-Mystical Aspects of Metaphysics (Part III)
8. Pastoral Healing Psychology (Part I)
9. Pastoral healing Psychology (Part II)
10. Practitioner's Metaphysical Healing Practice
11. Professionalism: Your Doctoral Image and Dealings with the Public
12. Dream Interpretation: Its Role in Metaphysics
13. Meditation and Its Significance to Metaphysical Practice
14. Self-Hypnosis and Its Relation to Metaphysical Practice
15. The Religion and Metaphysics
16. Yoga: Its Adaptation to African Thinking
17. Metaphysical Semantics and Doctoral Communication
18. Exploring the Choice of Metaphysical Operation: Teaching and/or Counseling Center
19. Clinical Metaphysical Science: Letting the Solar plexus heal the pain

**Fee:** ₦ 750,000 to 1,225,000 (for modification and discretion by faculty)

**Bachelor's and Master's Level Curriculum Modules are Ministerial healing practice, Meditation, Course Study**

### ***The Doctoral Program, Ph.D in Msc, D.Sc in Clinical Metaphysics.***

The Doctoral Program is completed through National College of Natural Medicine, depending on your selected specialty. There is no prescribed coursework for the Doctoral program, but the student selects a topic, researches and evaluates the relevant major sources, and submits a dissertation with a minimum word count of ten thousand (10,000) words. Students have access to and guidance from the approved dissertation samples of healing when writing the dissertation, as well as a Dissertation Advisor.

Upon successful completion of the entirety of the Doctoral Degree Program, you will have been awarded the following degrees and diplomas.

The study material, include the Handbooks, Study Guide, the Bonus Meditation Dynamics Course, Academic Integrity Guidelines, and Recommended Reading List you will be given for your coursework and additional learning:

#### Doctoral Program Study Materials

1. You have the option to receive all your study material in hard copy or as electronic downloads.
2. All study modules have large, easy-to-read fonts
3. All study modules use many headlines for quicker reference and review
4. All study modules, when appropriate, use highlighted boxes containing main ideas being
5. emphasized in that section
6. Study Guide
7. Bachelor's Degree Course Study Modules
8. Bachelor's Degree Course Study Modules

## **National College of Natural Medicine**

9. Bachelor's Degree Course Study Modules
10. Bachelor's Degree Course Study Modules
11. Bachelor's Degree Course Study Exams
12. Master's Degree Course Study Modules
13. Master's Degree Course Study Level Modules
14. Master's Degree Course Study Exams
15. Bonus Meditation Dynamics Course
16. Rites for The Metaphysical Ministry
17. About the International Metaphysical Ministry (IMM)
18. Academic Integrity Guidelines
19. It is Time to Write your Thesis
20. Master's Thesis Handbook/Guidelines
21. Doctoral Dissertation Handbook/Guidelines
22. Recommended Reading List
23. Doctoral Degree Descriptions
24. Clinical Metaphysics

**Fee:** ₦ 1,000,000 to 1,500,000 (for modification and discretion by faculty)

### **Spirituality**

The Wonder Method:

- A gentle, very Yin / unfolding method for doing healing work.
- A way to unwind limiting emotions
- A way to quiet the mind of its chattering
- A way to open and allow you to Awaken

#### **F O C U S:**

Healing work for others and ourselves, emotional work, and conscious awakening. As you apply this work you will find you can use it for any aspect of your life; whether you are concerned with your relationships, making money or simply living day-to-day life, this method will take you there. In our personalized classes you will receive one-on-one help as you learn this amazing process.

#### **E X P E R I E N C E:**

- Being guided back to your core self
- Freeing yourself from the drama in your life
- Solving problems in unique and wondrous ways
- Waking up and seeing life as the game it is
- Using your "baggage" as the tool to set you free
- Opening and allowing yourself to be fully immersed in joy
- Dreaming a whole new reality into being
- Finding balance and enlightenment

### **SPIRITUAL PSYCHOLOGY CAREERS**

## ***What Is Spiritual Psychology?***

Spirituality and religion are often very important parts of any culture. Houses of worship can be found in nearly every town and city in the world, and many people attend services regularly. Faith and religion even helps some people going during rough times in their lives. The simple fact is that spirituality has a huge impact on people's thoughts and behaviors.

Spiritual Psychology is a blend of spirituality and science. It uses elements of both traditional psychology and spirituality in order to help individuals feel better and more content with their lives.

Professionals in the field of spiritual psychology understand that the body, mind, and the spirit all work together, therefore, they must be studied together. Each of these elements must be healthy and "in shape" to achieve optimal harmony. This sometimes involves treating a fractured spirit, which is frequently a piece of the human puzzle that is ignored. In a way, spiritual psychology focuses on repairing fractured souls or replacing missing pieces of the soul.

Spiritual psychology has been around in some form for centuries. Catholic confession, for example, is a way for believers to acknowledge their sins and be forgiven for them, which often makes them feel better. Spiritual counseling has also been available to everyone who needs it for century.

Despite its popularity, spiritual psychology is still not recognized by the American Psychological Association. It does, however, have a division for the psychology of religion and spirituality, which is more focused on understanding the impact that these elements have on a person.

## ***Why Do We Need Spiritual Psychology?***

For many, a spiritual crisis can be a very upsetting event. It will usually have an impact on every part of a person's life, from their homes to their workplaces. Many people experiencing such a crisis will often feel stuck and confused, with nowhere to turn. Spiritual psychology and spiritual counseling enables patients to better understand their own beliefs and work through that confusion. Spiritual psychologists can help individuals by allowing them to explore their spiritual side and work toward repairing any shattered pieces of their souls. These professionals can usually help people feeling despondent and dejected with a number of problems that can't usually be fixed with traditional psychological methods.

## ***What are the Education Requirements for a Spiritual Psychology Career?***

 **Earn a Bachelor's Degree**

 **Earn A Master's Degree**

 **Earn a PHD or PsyD**

Aspiring spiritual psychologists should have an education that is a mixture of traditional psychology and spirituality, or religion. A spiritual psychology career typically starts with a bachelor's degree in general psychology. This usually involves taking a number of psychology courses, including courses in developmental psychology, transpersonal psychology, clinical psychology, creative consciousness, and counseling psychology. Students interested in a spiritual psychology careers should also take classes in theology and religion, particularly eastern religions. The majority of spiritual psychologists also hold

advanced degrees, such as master's degrees. If possible, an advanced degree specifically in spiritual psychology is best. Advanced degrees in counseling psychology with a concentration in spirituality are also sufficient.

### ***What Does a Spiritual Psychologist Do?***

The main duty of a spiritual psychologist is to counsel people and help them to achieve spiritual wellbeing as well as mental and emotional wellbeing. Many of the patients who seek help from a spiritual psychologist are going through spiritual crises. They need a comfortable atmosphere and a non-judgmental ear to listen to their problems and help guide them through the dark times in their lives. A spiritual psychologist can help his patients explore their spiritual paths in life.

He may encourage them to closely examine their own beliefs as well as alternative beliefs. A spiritual psychologist will also usually guide his patients with such things as meditation and altered states of consciousness. These actions can help patients become centered and will often lead to realization of and a better understanding of their own beliefs. Guided visualization is another popular technique used by spiritual psychologists. This involves a patient entering a state of altered consciousness while the psychologist speaks in a calm and even voice, urging them to explore a fictitious world that is representative of their sub-conscious mind.

In many ways, spiritual psychologists are also similar to counseling psychologists. These professionals listen to their patients' problems and help them work through them. They offer advice on how to better communicate, and calm and center themselves.

### ***Where Do Spiritual Psychologists Work?***

Spiritual psychologists can often secure employment in a number of different places, such as churches, mental health facilities, and rehabilitation clinics. Spiritual psychologists can also choose to open their own practices. They might operate as spiritual psychologists or similar professionals, such as life coaches or personal growth counselors.

### ***What is the Median Salary for Spiritual Psychologists?***

Because spiritual psychology is, in many ways, an untraditional career choice, it is difficult to find median salary information for this profession. The Bureau of Labor Statistics does not record any salary data specifically for these types of psychologists. It does, however, record salary data for similar professions, like counselors. In 2009, the median salary for counselors was \$44,400. This figure might be much higher or much lower for some spiritual psychologists, though, depending on their locations and the demand for their services.

## ***National College of Natural Medicine***

### **Integrative Health & Healing**

The emerging field of Integrative Health and Healing (IHH) has captured the interest of healthcare providers, practitioners, and consumers. This program is designed for students, practitioners, and learners seeking to understand the exciting, new field of Integrative Health and Healing for assistance in program planning, or to explore additional transfer options, students should schedule a time to meet with an academic advisor. This degree may transfer in part or in its entirety to baccalaureate institutions. Students should meet with a representative of the transfer institution when planning their program. Graduates from this program will want to further their education by transferring this degree to earn a baccalaureate degree and then a master's degree in order to successfully practice in the field of Complementary Alternative Medicine.

### **DEVELOPMENTAL COURSES**

Some students may need preparatory courses in the areas of English, mathematics or reading. Courses numbered below 100 will not apply toward this degree.

### **Program Goals**

By completing this program, students will achieve the following learning goals:

1. Demonstrate proficiency in oral and written communication, interpersonal skills, critical thinking and problem-solving skills.
2. Evaluate the fundamental principles of integrative health and healing, trends in holistic health, and the complexities of this emerging field.
3. Demonstrate an understanding of the interconnectedness of mind, body and spirit of the human system.
4. Describe holistic healing philosophies and healing through social, cultural, environmental and global perspectives of healing.
5. Evaluate the role of healing strategies for self-care as well as strategies in the healthcare system.
6. Describe ethical responsibilities in the practice of holistic healing.
7. Identify current scientific literature to support the emerging field of Integrative Health and Healing.
8. Create and participate in a comprehensive internship project in which to apply classroom knowledge to workplace experience.

### **Completion Requirements**

A minimum of 60 semester credits in courses numbered 100 or above.

A minimum cumulative Grade Point Average (GPA) of 2.0 or above at ARCC.

A minimum grade of C in all program requirements.

Satisfy residency requirements.

Completion of specific degree requirements.

To receive your diploma, you must apply to graduate.

The requirements of this program are subject to change without notice.

An academic advisor for course planning assistance and information about transfer credit evaluation and transfer options is required.

## **National College of Natural Medicine**

### Program Requirements

30 CREDITS

IHH 100\* Introduction to Holistic Healing

IHH 102 Energy Healing

IHH 103 Movement and Body Manipulation Therapies

IHH 200 Holistic Healing Systems

IHH 201 Mind/Body Connections

IHH 202 Food as Medicine/Biologically Based Therapies

IHH 203 Spirituality and Healing

IHH 205# Basics in Business and Ethics for the Holistic Practitioner

IHH 207+ Internship

Electives: Choose from the following for a minimum of 3 credits:

HCCC 100 Introduction to Healthcare Careers

IHH 110 Aromatherapy

IHH 204 Health and Wellness Coaching Skills

IHH 206# Introduction to Qigong

IHH 207# Healing Touch

Select any HPER course 1-3

\*Introduction to Holistic Healing is strongly recommended as a first course or concurrently with other courses.

+Course requires Instructor permission.

#Please note courses are offered every other year.

### General Education Requirements

Complete a minimum of 30 credits, including all courses listed. You must complete at least one course in six of the ten goals. One course may satisfy more than one goal, but the course credits may be counted only once.

#### 1. Communication

ENGL 120\* OR ENGL 121\* 4

CMST 110 OR CMST 215 OR CMST 220 3

30 CREDITS

#### 2. Critical Thinking

#### 3. Natural Science

#### 4. Mathematical/Logical Reasoning

#### 5. History/Social/Behavioral Sciences

#### 6. Humanities/Fine Art

#### 7. Human Diversity

PSYC 110 4

#### 8. Global Perspective

#### 9. Ethical/Civic Responsibility

#### 10. People and the Environment

\*Course has prerequisite - see course schedule or catalog description.

## ***National College of Natural Medicine***

### Program Sequence

The sequence that follows is suggested for full-time students. Part-time students will need more time to complete this program. Most program courses are offered online or in the evening.

#### FIRST YEAR

Fall Semester Spring Semester

IHH 100 2 Gen Ed or IHH Elective 3-4

IHH 102 3 IHH 202 3

IHH 103 3 ENGL 120/121 4

Gen Ed or IHH Elective 6-7 PSYC 110 4

TOTAL 15-16 TOTAL 14-15

#### SECOND YEAR

Fall Semester Spring Semester

CMST 110/215/220 3 IHH 201 3

Gen Ed 5 IHH 203 3

IHH 200 3 IHH 297 3

IHH 205 3 Gen Ed 7

TOTAL 14 TOTAL 16

### Possible Career Paths

\*Some occupations may require advanced education

Holistic Health Practitioner

Holistic Health Educator/Writer/Speaker

Holistic wellness center owner or employee

Uncertified Wellness Coach

Lifestyle Coach/Consultant

Hospital Health Coach

Day Spa Assistant/Coordinator

Holistic Retreat Assistant/Coordinator

Health Food Store Manager

Health Food Customer Service Representative

Herbal/Dietary Supplement Manufacturer Worker

Animals Holistic Care

Relaxation/Pain-relief Service Worker

Chiropractor

Traditional Chinese Medicine Practitioner/Acupuncturist

Massage Therapist

Meditation Specialist

Hypnotherapist

Naturopath

## ***National College of Natural Medicine***

Yoga Instructor  
Program Credits  
Program Requirements 30  
General Education 30  
Total 60

Fee: ₦500,000

### **Master of Arts in Spiritual Formation and Soul Care**

#### **ADMISSION**

To apply to the program, applicants must have:

A completed bachelor's degree from an accredited institution. A 1,200 words essay outlining the applicant's specific interest in the program and how completion of the program will contribute to the applicant's academic, professional and personal goals. Three letters of recommendation from individuals whom are able to evaluate the applicant's potential for graduate study. Letters can be submitted by current or former colleagues if the applicant has not had recent contact with undergraduate professors.

Completed a graduate application.

The Master of Arts in Spiritual Formation and Soul Care, an intensive specialized professional degree offered through NCM for Spiritual Formation (ISF), is a leading program for men and women who desire training and equipping to become spiritual directors, pastors, healers, teachers, mentors and leaders of soul-care ministries within the church.

The program is shaped around promoting growth in your inner life of faith and prayer with God in the context of a shared community, while also developing your knowledge-base in the Word, spiritual formation and soul care. It focuses specifically on ways to deepen your knowledge and openness to God and his work, as well as understanding of yourself and others in order to grow toward conformity of character and inner life in the image of God. In turn, it trains you to assist others in their journey of growth in God and you.

In order to accomplish this, the program has a substantial emphasis on understanding the dynamics of the indwelling Holy Spirit or spirit as they interface human personality and relational dynamics. These integrative endeavors are enhanced by ISF's diverse university-wide faculty, bringing a wide range of expertise and experience to bear upon the process of human spiritual growth and soul care.

Why Study Spiritual Formation at National College of Natural Medicine?

Study and Experience Spiritual Formation from a Trusted Program. National College of Natural Medicine for Spiritual Formation is a trusted healer among Natural medicine institutions in the area of spiritual formation and soul care. Throughout your program, you'll learn through

## ***National College of Natural Medicine***

experience and theory that growth in God is based upon an encounter with God and oneself in the Truth.

Learn from Leading Faculty and Practitioners in Theology and Spiritual Formation. ISF faculty are leading scholars in the field of spiritual formation, dedicated to training Healers and leaders in understanding how spiritual transformation works in their lives and in the life of the person. At ISF, you will come to have a sufficient grasp and commitment to the Word of God as the primary source of truth for your understanding of spiritual formation and spiritual direction. Meanwhile, you'll also learn to integrate truth from sources of wisdom — including religious history, spiritual classics, personal experience, the humanities and the social sciences. You'll also be trained to discern truth and error in light of various competing contemporary spiritualities. Foster Honest Self-Assessment and Humility. Gain an honest understanding of yourself in the presence of God and truth through various experiential projects. Your ISF experience will include group retreats in the picturesque mountains of Nigeria, spiritual direction with a trained therapist, assignments that encourage you to unplug from all distractions, and uninterrupted times of prayer and spiritual disciplines. One of the most life-changing aspects of this program is the Intensive Journey Inward Retreat, a three-week extended retreat in solitude or partial isolation with supervision from a spiritual guide.

Develop a Deeper Understanding of Sin. Through this program, you will become more aware of the sinful dynamics that govern your own life and those you will be ministering to, as well as a deeper appreciation of the origin of those dynamics from interaction with the Scriptures, psychological theory, philosophy, prayer projects and personal experience in therapy, retreats and spiritual direction. Cultivate Deeper Intimacy with and Obedience to God. Through your meditation on the Word, experiential prayer projects, retreats and personal experience in spiritual direction, this program aims to nurture your relationship to God, cultivate growth in character and develop behavior consistent with the faith. Provide Spiritual Direction for Others. Your training will include courses on the heart of spiritual direction, supervision in practical settings and personal experience in your own spiritual direction. Student benefit from ISF's presence on campus as a center where spiritual direction is available to NCNM students, the community and beyond. Through this process, you'll be evaluated in a variety of ways to determine your ability, giftedness and preparedness to provide spiritual direction for others. You'll also learn minimal assessment skills adequate to refer spiritual directees to appropriate medical or psychological care.

### **What Will I Study?**

The M.A. in Spiritual Formation and Soul Care includes both in-depth theoretical and integrative coursework, employing such disciplines as theology, philosophy, psychology and education as well as experiential-relational soul work in classes and co-curricular requirements to aid in understanding the spiritual life mentoring. Because the program is experiential and theoretical in nature with respect to spiritual growth and the dynamic processes involved, it draws upon an interdisciplinary faculty from NCNM.

## **National College of Natural Medicine**

### PROGRAM REQUIREMENTS

The Master of Arts in spirituality, culture and health requires the completion of 30 credit hours.

#### Curriculum Requirements

TTBE 519 Religious books Survey  
TTBE 520 Religious books Survey  
TTSF 517 Hermeneutics and the Word in Spiritual Formation  
TTSF 521 Introduction to Religious Spirituality and Prayer  
TTSF 524 History and Theory of Religious Soul Care and Direction  
TTSF 531 History and Traditions of Religious Spirituality  
TTSF 532 Developmental Spirituality and Contemplative Prayer  
TTSF 543 Personal Foundations of Spirituality and Retreat  
TTSF 544 Personality Development and Psychopathology  
TTSF 577 Soul Care Pre-practicum I and Professional Ethics  
TTSF 578 Soul Care Pre-practicum II and Professional Referral  
TTSF 585 Personal Spiritual Direction  
TTSF 642 Spiritual Disciplines Seminar  
TTSF 645 Religious Virtue and the Spiritual Disciplines  
TTSF 670 Intensive Journey Inward and Retreat  
TTSF 677 Soul Care Practicum I  
TTSF 678 Soul Care Practicum II  
TTSF 701 Spiritual Formation Seminar  
TTTH 521 Theology I: God, Scripture, Creation  
TTTH 522 Theology II: God, Humanity, Sin, Salvation  
TTTH 623 Theology III: Spirit, Soul, Body, Last Things

#### Elective courses (18 credits)

Students may select 18 elective credits from the list below; at least 3 electives (9 credits) must be at the 6000 level or above. Not all classes are available every semester. Students in the program will be notified as additional elective courses are made available. REL 500: Historical Studies (Credits: 3; repeatable) Religion and Alternative Medicine in the United States and Nigeria. REL 510: Comparative Studies (Credits: 3; repeatable)

Death, Dying, Culture and Belief

REL 620: Advanced Writing Seminar in Religion (Credits: 3; repeatable)

Traditional Chinese Medicine

Buddhist Meditation

HOL 691: Spirituality and the Therapeutic Process (Credits: 3)

OLP 644: Organizational Effectiveness and Learning (Credits: 3)

REL 710: Independent Research (Credits: 1-6)

One undergraduate course may be selected from the following; a waiver form must be completed prior to enrollment:

REL 318: Death, Dying and Beyond (Credits: 4)

REL 319: Religion and Health (Credits: 4)

#### Co-Curricular Requirements

See the Institute for Spiritual Formation section of the catalog for a full description.

Didactic Therapy

## ***National College of Natural Medicine***

Faculty-Student Retreats  
Personal Retreats  
Student Progress Assessment  
TTSF 585 Personal Spiritual Direction  
TTSF 670 Intensive Journey Inward and Retreat

Doctoral Degree  
Ph.D in Spirituality  
D.Sc in Clinical Metaphysics

Degrees  
Ph.D in Spirituality  
Doctor of Science in Clinical Metaphysics  
Doctor of Ministry  
Master of Divinity  
Master of Arts in Pastoral Ministry  
Master of Arts (Spirituality)  
Master of Arts (Theology)  
M.A. (Theology) & M.Div. Dual  
Baccalaureate in Sacred Theology

### **Description**

The Doctor of Philosophy (PhD) in Spirituality degree is an Oblate initiative in response to an expressed interest and hunger for graduate formation in Spirituality. More and more people are interested in Spirituality and are seeking advanced academic training in the area. Few existing doctoral-level programs in Spirituality focus specifically on the long, deep, and rich history of the Religious Traditions in prayer, mysticism, and spiritual guidance.

This program serves the church and society in an important way by providing doctoral-level scholars in the areas of prayer, mysticism, spiritual discernment, and spiritual guidance. The goal is to immerse each student in the history and tradition of classical Religious Spirituality so as to give him or her the tools to assess religious experience, critically evaluate contemporary movements within Spirituality, help mentor others spiritually, do scholarly research and publishing in the area of spirituality, and develop a vocabulary to articulate both the human spirit and divine revelation more effectively. The Doctoral Program in Spirituality produces scholars with comprehensive knowledge of the overall discipline as well as a specialization in at least one particular area of Religious Spirituality. The specific approach is academic and theological from Religious tradition, with openness to ecumenical and interreligious perspectives.

### **GOAL**

The goal is to immerse each student in the history and tradition of classical Religious Spirituality so as to give him or her the tools to assess religious experience, critically evaluate contemporary movements within Spirituality, help mentor others spiritually, do scholarly research and publishing in the area of spirituality, and develop a vocabulary to articulate both the human spirit and divine revelation more effectively.

### **STUDENT LEARNING OUTCOMES**

## ***National College of Natural Medicine***

Upon completion the student will be able to:

1. Demonstrate an essential literacy in the discipline of Spirituality and apply critical tools needed for scholarly research as defined by the academy of theology
2. Demonstrate a critical in-depth knowledge of two classical schools of Religious spirituality
3. Comprehend the relationship between religious experiences across ecumenical and interreligious lines
4. Identify resources to discern authentic religious experience from human pathology
5. Articulate the Religious tradition in terms of other or multiple historical/cultural contexts.

### **ADMISSION REQUIREMENTS**

1. A Master of Divinity degree, Master of Arts degree in Spirituality or Theology or the educational equivalent
  - a) Students who do not already have a graduate degree in Theology or Religious Studies are required to obtain the M.A. in Spirituality before applying to the program.
  - b) Students who have completed an M.A. in spirituality in another institution will be evaluated and prerequisite courses may be required.

### **CURRICULUM**

Required Courses: 36 Credit hours (All 3 Credit Hours)

#### **First Year**

DSC 6301 Pro-Seminar (Methods)  
DSC 7301 History of Religious Spirituality  
DSC 7302 Hermeneutics of Religious Experience  
DSC 7303 Contemporary Spirituality

#### **Second Year**

DSC 6302 Foundations  
DSC 7305 Seminar and Practicum in Teaching Spirituality  
DSE 8300 Selected Classical Writer (1 course)  
DSC 7304 Spirituality of the Trinity

#### **Third Year**

DSC 7306 Integrating Seminar (Methods)  
DSE 8300 Selected Contemporary Writer (1 course)

#### **Fourth Year**

DSC 9000 Comprehensives (non-credit)  
DSC 9001 Dissertation Proposal Writing (non-credit)

#### **Fifth Year**

DSC 9003 PhD Dissertation: Research  
DSC 9005 PhD Dissertation: Writing

#### **Elective Courses**

18 required credit hours

(All electives are 3 credit hours. Below is a possible list which will expand as faculty become available.)

## ***National College of Natural Medicine***

Mysticism  
Contemporary Hispanic Spirituality  
Contemporary African-American Spirituality  
Ignatian Spirituality  
Dominican Spirituality  
Spirituality of Kenosis  
Franciscan Spirituality

Spiritual Philosophy Degree

Spiritual Philosophy

Bachelor of Metaphysical Science MSc.B  
Master of Metaphysical Science MSc.M  
Doctor of Metaphysical Science MSc.D or Doctor of Philosophy PhD

Similar to the Metaphysical Science degree, the Spiritual Philosophy degree is an excellent path for a variety of areas including writing books, doing training or speaking, conducting metaphysical science and research, researching human behavior and culture, pursuing philosophy, or are simply interested in a general metaphysics degree for personal growth. The Spiritual Philosophy degree is also excellent for those students who are more philosophical in nature. Since "metaphysics" is the study of consciousness and existence, there are many philosophical areas to learn and ponder. Since this degree allows the student to choose his/her courses, it is "customizable" to fit specific learning requirements.

Those that are perfect for the Spiritual Philosophy degree

- Spiritually-focused individuals
- Spiritual writers, authors, bloggers
- Spiritual counselors/coaches
- Psychics/Intuitives/Mediums/Sensitives
- Motivational speakers, instructors, teachers
- Metaphysical ministers
- Metaphysical store owners
- Personal and spiritual growth

Courses Required

Nine courses are required to graduate.

Choose five courses from the General list for your Bachelor's degree.

Then choose four courses from the General or Advanced list for your Master's degree.

The Doctoral degree requires a thesis which takes the form of answering several questions about the courses you completed.

Students are welcome to take additional courses either during the Master's Program or any time after they graduate with their Doctoral degree.

## **National College of Natural Medicine**

If the degree is customizable, you will be choosing a total of nine courses from the Course Descriptions page, five courses from the General list, and four from the General or Advanced list. These courses range from \$75 to \$125 each. To calculate how much your tuition will be, add up the tuition amount of your selected courses, then add \$50 for the application fee and \$300 for the Doctoral degree. For example, if you choose nine courses with a \$75 tuition rate per course, your total tuition will be \$1,025.

Five Bachelor's Courses: \$375

Four Master's Courses: \$300

Doctoral Program: \$300

Application Fee: \$50

Minimum Total Tuition: \$1,025

You can take advantage of the Full Pay discount of \$100 after you enroll and choose all your courses. You will still need to submit the tuition amount of your first course plus the \$50 application fee during the enrollment process. More instructions are contained in the approval letter you will receive. With this plan, you will be enrolled in all of your required courses immediately upon payment of the full tuition amount.

After you have enrolled in the TFU Degree Program and submitted the tuition for your first course and application fee, we can set up automatic monthly payments if desired. More instructions are contained in the approval letter you will receive. With this plan, you will be enrolled in as many courses as your current student account balance will allow. Once a new monthly payment is made, you will automatically be enrolled in more courses.

### **Radionics & Radiesthesia**

The Two-Year Radionics & Radiesthesia Diploma Course constitutes of 12 Modules. Radionics relates to the science and technology of subtle energy. In essence it involves divulging information of any biological system. The course teaches how Radionics or Teletherapy work. Radionics is a method of sending precisely defined healing energy to people, animals or plants, no matter where they are in the world. All living forms, according to researches of eminent scientists such as Dr. Harold Saxton Burr and Dr. F. S.C. Northrop confirm that 'all living forms - whether they be the human body, animals, trees, plants, and lower forms of life - possess and are controlled by electro-magnetic fields; the organising mechanisms that keep all living forms in shape and that build, maintain and repair them through constant change of material.'

The name Radionics reflects the view of early practitioners that they were 'broadcasting' healing energies. Practitioners use an instrument to both analyse and treat the physical and emotional weaknesses evident in the patient's subtle energy field. Radionics has evolved to reveal it as a method of healing at a distance - hence Teletherapy - using specially designed instruments in conjunction with the radiesthetic faculty. Understanding this field requires extensive study in the vast field of Energy Medicine.

Module 100 - What is Radionics & Radiesthesia

Module 200 - History of Radionics

Module 300 - Philosophy & Theory of radionics

Module 400 - Subtle Anatomy of Man & the Universe

Module 500 - The Pendulum & Radiesthesia

## ***National College of Natural Medicine***

Module 600 - The Evolution of Radionics Instruments for Healing

Module 700 - Radionics & Distant Healing

Module 800 - Energy Medicine & Varieties of Healing Modalities

Module 800/10 - Radionics & Homeopathic Medicine 800/20 - Radionics & Chromotherapy 800/30 -

Radionics & Gemstones Therapy 800/40 - Radionics & Medical Astrology

Module 900 - Radionic Analysis ---Dowsing Charts

Module 1001 Radionics & the Holistic Health Movement Module 2001 Ethics & Law in Radionics Practice

The Radionics & Radiesthesia program comes with plenty of audios and videos to help you understand Radionics & Radiesthesia plus a course workbook so you can follow along.

If a student can do the number of training hours for 6 years in one year and show the experience in practice, the student is qualified.

CGPA max = 5.0 HOD for each course is by the right side of the course. Thank you

## **Lecturers**

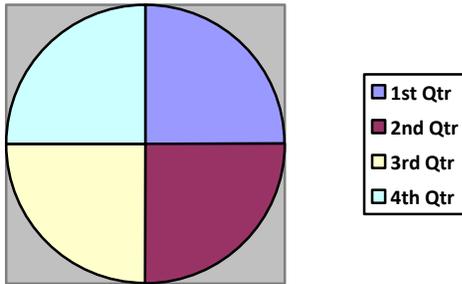
### ***Lecturer***

### ***Course***

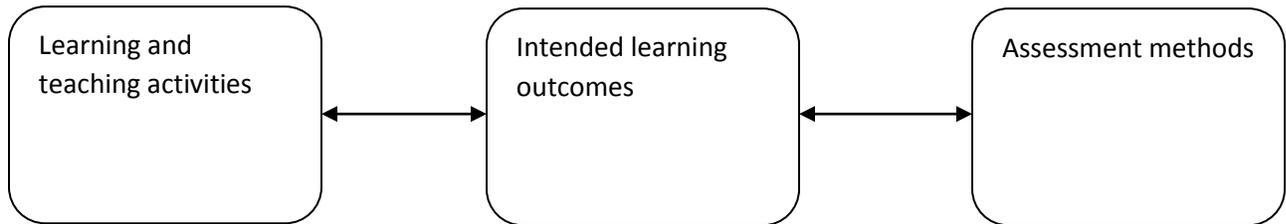
1. Prof. Oko Offoboche - Metaphysics
2. Dr. B. L. Dickson - Metaphysics/ Spirituality
3. Dr. Oladele Adewoyin - Quantum Touch Reconnective Healing & Medical Qigong
4. Dr. Kayode Oseni - Aura & Crystal Healing
5. Dr. Ifeoma Eze - Yoga/ Meditation

Dr. Baba Davies – Radionics, Medical Astrology & Chromotherapy

## Chapter 7 Conclusion (Learning)



**Figure 1**  
Number of Courses in the 4th two year levels of training



**Figure 2**

1. Engagement and empowerment of students in the curriculum
2. Social dimension of learning, including communities of practice, peer learning
3. Experiential and work-based learning
4. Approaches to encourage creativity and innovation
5. Internationalisation of the curriculum
6. Increasing blended and online learning

Curriculum models are made for diploma, bachelor, masters and doctorate levels of education at research, specialized and advanced levels. We should have visiting lecturers from universities and omnivarsities all over the world to upgrade the students to be of bleasure standard globally.

## **Post Graduate Degrees:**

*Master programmes* should:

- Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems;
- act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding and
- develop new skills to a high level.

The key facets or indicators of Mastersness were:

Abstraction, Depth (of learning), Research and Enquiry, Complexity, Autonomy, Unpredictability, Professionalism.

UAC agreed set of graduate attributes should be reflected at programme level. Programme educational philosophy is set to devise outcomes that relates to the components of the course.

**Assessment:** Assessing student learning across a programme is a complex task. There are many conflicting purposes and principles of assessment. It is worth starting by asking yourself why we assess students, i.e. the purposes of assessment.

Assessment is a systematic process for gathering and evaluating information on students' progress, which can be used for one or more of the following three purposes:

Master's Degree consists of 18 modules with 18 open-book examinations and requires, in addition, the submission of a thesis of at least 6,000 words. The thesis topic must relate to at least one of the curriculum subjects covered in the Bachelor's degree modules. Students have access to and guidance from the Master's Thesis Handbook and approved thesis samples on the Online Center when writing the thesis, as well as a Thesis Advisor.

Organization structure is scope, sequence, continuity, integration, articulation and balance.

### *Doctoral Program:*

There is no prescribed coursework for the doctoral program; instead, the student selects a topic, researches, and evaluates the relevant major sources, and submits a dissertation of at least 10,000 words. When writing the dissertation, students have access to and guidance from the Doctoral Dissertation Handbook and approved dissertation samples presented on the Online Center, as well as a Dissertation Advisor.

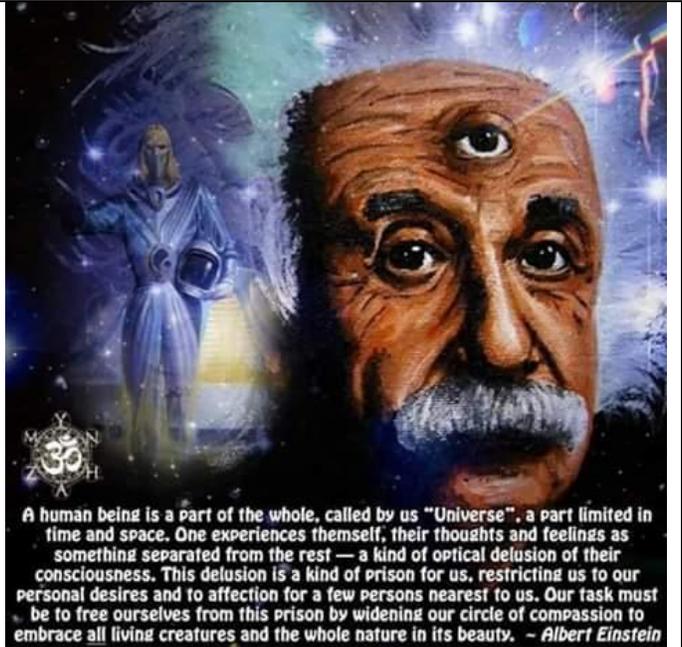
**National College of Natural Medicine**

- To contribute to quality assurance,
- To provide certification (summative assessment),
- To improve student learning (formative assessment).

Students at Practicals:



Solar Plexus sit of Spirit  
with heart house for Soul  
and halo over the head



Meditation

# DID YOU KNOW?



Humans can only see 1% of the visible light spectrum, which means we can only see 1% of what is going on around us. *In other words, we are unable to see the vast 99% of the world we live in!* Take a moment to absorb that. The majority of our existence is unseen.



Multiverse



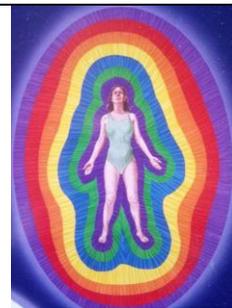
Many members of you



Inner energy extended to outer energy



Ghost



Aura

## **National College of Natural Medicine**

It is very important to build in strategies across a programme so students have multiple opportunities to get feedback from the staff.

Additional characteristics of Assessment FOR Learning are:

- It strongly overlaps with teaching and learning activities, i.e. assessment is not seen as separate;
- There is an emphasis on feedback to the students on their learning, either before, during or after assessment;
- There is an attempt to develop students' ability to self-monitor and judge both their own performance and against peers.

Suggested assessment for learning:

| <b>Context</b> | <b>Assessment For Learning Ideas</b>                       |
|----------------|--|
| In-Class       | In -class quizzes/problem sheets                           |
|                | Formative MCQ's in class                                   |
|                | One minute test  |
|                | In-class peer and self review of work against set criteria |
|                | In-class discussions                                       |
|                | In-class feedback on assignment/assessments                |
| Online         | Online formative MCQ's developed by students               |
|                | Problem-solving activities                                 |
|                | Online formative MCQ's developed by staff                  |
|                | Participation in online discussions, blogs or wikis        |
| Out of class   | Use of pre-submission checklist for assessment             |
|                | Research activity as a group                               |

Some key Assessment principles adopted from Bloxham & Boyd (2008)

|                                      |  |
|--------------------------------------|--|
| <b>Validity</b>                      | Assessments should be appropriate and they should measure what they purport to measure and should align with the programme and module's learning outcomes.   |
| <b>Reliability</b>                   | Assessment tasks should generate comparable grades across time, across graders and across methods to ensure academic standards.  |
| <b>Effectiveness</b>                 | Assessment tasks should be designed to encourage good quality 'deep' approaches to learning in the students.   |
| <b>Comparability and Consistency</b> | There should be consistent and comparable approaches to the summative assessment requirements of awards of the same level across programmes and institutions in terms of student workload and academic challenge.  |
| <b>Equity and Diversity</b>          | All students should have the opportunity to effectively demonstrate their learning and should have opportunity to be assessed by a different, appropriate and applicable methods across a programme/subject major. |
| <b>Practicability and Efficiency</b> | Assessment tasks should be practical for both staff and students in terms of a reasonable workload, the time needed for completion and marking and their cost effectiveness.                                       |
| <b>Transparency</b>                  | Information, guidance, assessment criteria, rules and regulations on assessment should be clear, accurate, consistent and accessible to all students, staff and examiners.   |

*Balancing Validity and Reliability in Assessment (Knight, 2000)*

|   |   |  |
|---|---|--|
|   | <b>HIGH RELIABILITY</b><br>(especially important in high stakes assessments, such as degree awards) | <b>LOW RELIABILITY</b><br>(characteristic of situated judgements of complex performance or of aesthetic works)   |
| <b>HIGH VALIDITY</b><br>(Important where an award certifies someone to be competent to practice ) | Holy grail, valid & reliable assessment of complex outcomes, but is expensive.                      | In low stake assessment where there is relatively open dialogue, limited reliability is not a significant matter |
| <b>LOW VALIDITY</b><br>(Not desirable, but often present in test-like situations)                 | Can be useful if used as intended where limitations known   | Not desirable  |

## National College of Natural Medicine

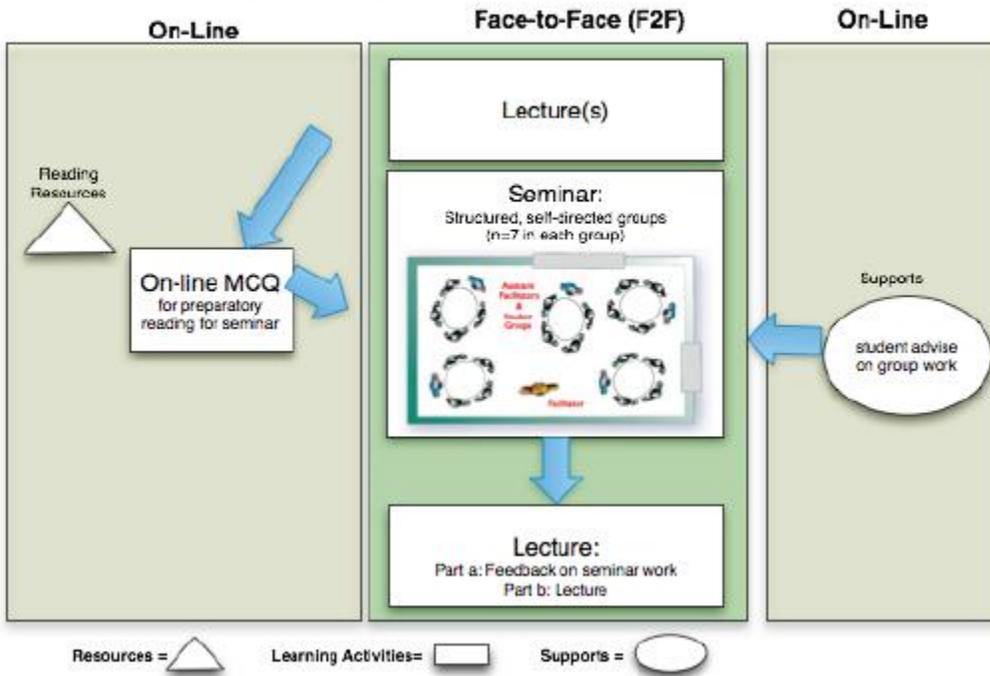
- Recognize that some things cannot be reliably assessed and devise alternative ways of making information available to stakeholder
- To invest in reliable assessments of what can be and needs to be reliably assessed ('high stakes assessment')
- To recognize that assessment is not primarily a tool for awards, but also an aid to student learning ('low stakes' assessment)

Solution to these dilemmas of assessment is to take a programme-wide approach to assessment, ensuring that over the duration of a full programme students will: have adequate opportunity to be assessed in different ways; receive on-going feedback on their progress; be ensured of a valid and reliable final outcome; and be assessed in both simple and complex tasks. (O'Neill, 2009, p1)

Overview of learning environment:

| % on-line | Type of Course (Module) | Typical Description   |
|-----------|-------------------------|---|
| 0%        | Traditional             | Course with <i>no online technology</i> used – content is delivered in writing/orally   |
| 1-29%     | Web Facilitated         | Course that uses <i>web-based technology</i> to facilitate <i>F2F</i> course. May use VLE or web pages to post curriculum & assignments   |
| 30-79%    | Blended/Hybrid          | Course that <i>blends online &amp; F2F delivery</i> . Substantial proportion of content is delivered online, <i>typically uses online discussion &amp; typically has a reduced number of F2F sessions</i> . |
| 80+%      | Online                  | A course where <i>most/all of the content is delivered online</i> . Typically no F2F meetings.  |

UCD Example Organised by Online and Face-to-Face.



### Assessing online

The online environment allows opportunities for summative assessments (i.e. MCQ, discussion boards, wikis, concept maps, etc.). The same methods can also be used for assessment FOR learning opportunities (ungraded or low-graded assessments for feedback purposes; UCD T&L, 2012a). Some of the range of online assessments include:

|  |  |
|--|--|
| <p>Written assignments</p> <p>Essays</p> <p>Interactives e.g. drag-and-drop, labelling, sequencing</p> <p>Online quizzes and questions</p> <p>Collaborative assignment work</p> <p>Portfolios</p> <p>Online exams (open-book; structured; timed)</p> <p>Practicals</p> | <p>Simulations</p> <p>Case studies</p> <p>Participation in online discussions</p> <p>Publication of student work / presentations</p> <p>Experiential activities, such as role-play</p> <p>Debates</p> <p>Reviews</p> |
|--|--|

When considering whether to use online assessments, the *Centre for Study in Higher Education* (2013) provides a useful [resource](#) on some key issues to consider when starting this process.

Programmes need to be monitored and evaluated regularly by both internal and external colleagues.

For online evaluation, they are apps that teachers must download to use and mark test to stop plagiarism by students who can easily copy in written or printed work but will be caught with online app.

*Common Themes and Tools to Assist Staff in Peer and Self Reviewing Programmes (O'Neill & Cashman, 2015a)*

| Themes<br><i>O'Neill &amp; Cashman, 2015</i> | Programme: Common components  | References<br><i>(cited in Sheldon, 2010)</i>  |
|--|---|--|
| <b>Context</b>                               | Institution support for programme <sup>4, 6</sup> ; technology support for programme (including VLE); institutional policies for on-line; diverse student group; scale and cost effectiveness <sup>3</sup> ; funding <sup>8</sup> | 1. OLC Quality Scorecard<br>2. Western Cooperative for Educational Telecommunications (2001) |
| <b>Philosophy and Models</b>                 | transparent values; appropriate curriculum models;  | 3. Bate's ACTIONS Model of Quality (2000)  |
| <b>Outcomes</b>                              | higher order <sup>13</sup> , career readiness; research information retrieval skills; aligned with teaching and learning activities;  | 4. Frydenberg's quality standards in e-learning, (2002)                                      |
| <b>Organisation and Structure</b>            | sequence; coherence; development of digital literacy skills; interface design <sup>10</sup>   | 5. Sloan consortium's 5 pillar of quality, (2002)  |
| <b>Teaching and Learning Strategies</b>      | active learning across the programme; interactivity <sup>5</sup> ; access and inclusion strategies across the programme   | 6. Lee and Dziuban's Quality Assurance Strategy, (2002)                                      |
| <b>Assessment &amp; Feedback Strategies</b>  | clear assessment policies; assessment criteria; feedback policies; authentic assessment; timely feedback; self-monitoring;  | 7. Lockhart and Lacy's Assessment Model, (2002)  |
| <b>Support and Documentation</b>             | Staff training in technologies <sup>6</sup> ; staff support; student support for digital literacy; student orientation; student handbook; clear documentation, access to the learning materials <sup>5</sup>                      | 8. CHEA's accreditation and quality assurance study (2002)                                   |
| <b>Evaluation</b>                            | Student and faculty satisfaction <sup>5</sup> ; evaluation process in situ; retention rates <sup>7</sup> ;  | 9. Osika's concentric model (2004)   |
|  |   | 10. Khan's eight dimensions of e-learning framework  |
|  |   | 11. Haroff and Valentine's six-factor solution, 2006   |
|  |   | 12. Chaney Eddy Droman Glossner Green Lara Alecios Quality Indicators, 2009                  |
|  |   | 13. ISSE <span style="float: right;">9</span>  |

**The OLC Quality Score Card:**

The US Institute for Higher Education Policy study, titled Quality on the Line: Benchmarks for Success in Internet-Based Distance Education (2000), was used as a starting point for this tool. Building on this work, Sheldon (2010) carried out a six round Delphi study, using 43 administrators of online education programmes from a variety of institutions in higher education. She developed 70 quality indicators. Each quality indicator has a potential range of 0-3 points, with a perfect score on the scorecard resulting in 210 points. The sections in this tool are divided up into:

- Institutional Support
- Technology Support

## ***National College of Natural Medicine***

- Course Development / Instructional Design
- Course Structure
- Teaching & Learning
- Social and Student Engagement
- Faculty Support
- Student Support
- Evaluations & Assessment

It is available to be used, at a cost, from the OLC (Online Learning Consortium).

O'Neill and Cashman (2015b) are devising a similar tool for use in the Irish context for development purposes; the initial finding on this were presented at ITLA conference in 2015 (O'Neill and Cashman, 2015b).

There should be end of year evaluation by questionnaires and on stage demonstration. Feedback of data got should be used to determine training and grades. There should be peer to peer views evaluation by scoring students as they interact in natural medicine practicals. There should be students learning and personal approach to studies and lectures.



## **Reference**

1. Geraldine O'Neill; 2015: Curriculum Design in Higher Education: Theory to Practice.
2. www.metaphysics.com; 2020: University of Metaphysics
3. Oko Offoboche; 2018: Template of College of African Natural Medicine Institute in African Continental University for United African States: As pioneering Dean of Faculty
4. Energy Healing and the Art of Awakening through Wonder
5. Thomas Francis University; 2020: Spiritual Philosophy degree.
6. Oblate School of Theology; 2020: PhD in Spirituality
7. Western Michigan University; 2020: Master of Arts in Spirituality, Culture and Health
8. Biola University; 2020: Master of Arts in Spiritual Formation and Soul Care
9. Anoka Ramsey Community College; 2020: Integrative Health & Healing
10. Careers in Psychology; 2020: Spiritual Psychology Careers
11. The Wonder Home;2020: Classes

12. **Appendix**

Semester Core Modules

|  | Semester 1 :<br>Core Modules |  |  |  |  | Semester 2:<br>Core Modules |  |  |  |  |
|--|------------------------------|--|--|--|--|-----------------------------|--|--|--|--|
|  | modules                      |  |  |  |  |                             |  |  |  |  |
| 1. Assessment workload                     |                              |  |  |  |  |                             |  |  |  |  |
| 2. Level of feedback on assessments        |                              |  |  |  |  |                             |  |  |  |  |
| 3 Use of active learning methods           |                              |  |  |  |  |                             |  |  |  |  |
| 4. Development of my self-directed skills  |                              |  |  |  |  |                             |  |  |  |  |
| 5 Use of real life examples                |                              |  |  |  |  |                             |  |  |  |  |
| 6. Clarity of staff presentations          |                              |  |  |  |  |                             |  |  |  |  |
| 7. Level of difficulty of material         |                              |  |  |  |  |                             |  |  |  |  |
| 8. Advice on study skills and strategies   |                              |  |  |  |  |                             |  |  |  |  |
| 9. Relevant material covered               |                              |  |  |  |  |                             |  |  |  |  |
| 10 Materials are up-to-date                |                              |  |  |  |  |                             |  |  |  |  |
| 11. Module developed in a logical sequence |                              |  |  |  |  |                             |  |  |  |  |
| 12. Clarity of module aims (expectations)  |                              |  |  |  |  |                             |  |  |  |  |
| 13. Learning from other students           |                              |  |  |  |  |                             |  |  |  |  |
| 14.  |                              |  |  |  |  |                             |  |  |  |  |

## National College of Natural Medicine

### Making New Programmes

|    | Factors  | YES | NO | Need More Data |
|----|--|-----|----|----------------|
| 1. | The existing programme meets the present and long-term needs of your students as noted by :<br>Alumni Feedback<br>Employer/Recruiter Feedback<br>Final Year Students |     |    |                |
| 2. | Graduates in your programme are successful in finding a job or being accepted into further study   |     |    |                |
| 3. | The curriculum meets accreditation standards (if appropriate)  |     |    |                |
| 4. | The curriculum is up to date and sensitive to changing needs in the field  |     |    |                |
| 5. | The School/Discipline's needs are met by existing programmes   |     |    |                |
| 6. | The current programme is very efficient, i.e. there is very little duplication and is efficient on staff and School/College resources                                |     |    |                |
| 7. | The current programme has space and flexibility to allow new areas of development.   |     |    |                |
| 8. | The sequence, coherence and integration in the current programme are strong  |     |    |                |
| 9. | The current programme has a strong curriculum model(s) that supports student learning.   |     |    |                |

**Major Revision to existing programmes**

|    |   | YES | NO | Need More Data |
|----|---|-----|----|----------------|
| 1  | The teaching, learning and assessment approaches are in line with good educational theory and practice                                |     |    |                |
| 2  | Attrition rate is acceptable on the current programme(s)  |     |    |                |
| 3  | Based on student evaluations, students are pleased with existing programme(s)   |     |    |                |
| 4  | Core learning outcomes are clearly stated for all students  |     |    |                |
| 5  | Assessments are emphasizing higher order competencies   |     |    |                |
| 6  | There is a variety and choice in assessments across the programme   |     |    |                |
| 7  | Students are supported in their learning on existing programmes   |     |    |                |
| 8  | The current programme is very efficient, i.e. there is very little duplication and is efficient on staff and School/College resources |     |    |                |
| 9  | The current programme has space and flexibility to allow new areas of development.  |     |    |                |
| 10 | The sequence, coherence and integration in the current programme are strong   |     |    |                |

**Indicators for new curriculum**

|    |  | YES | NO | Not sure |
|----|--|-----|----|----------|
| 1. | There is support for a curriculum project from the Dean, Head of School                |     |    |          |
| 2. | Administrative support for the project will be in place for the time required          |     |    |          |
| 3. | There is support for this new project from the teaching staff who will be involved.    |     |    |          |
| 4  | Curriculum design work/efforts by staff involved are acknowledged by appropriate means |     |    |          |
| 5. | Resources are available for changes required   |     |    |          |
| 6  | Educational advice and support is available, where needed.                             |     |    |          |
| 7. | Space is available for the programme needs   |     |    |          |

Curriculum competency mapping

| Competency<br>(Institutional Specific) | Module | Module | Module | Module | Module | <p>KEY:</p> <p>A: Introduced</p> <p>B: Used</p> <p>C: Further Develop</p> <p>D: Comprehensively Assessed</p> |
|--|--------|--------|--------|--------|--------|--|
| Communication                          | A      | A      | B      | B      | C      |  |
| Enquiry                                | A      | A      | A      | A      | A      |  |
| Creativity                             | A      | B      | B      | C      | C      |  |
| Team-working                           | A      | A      | A      | A      | A      |  |
| Problem-solving                        | A      | D      | D      | D      | D      |  |
| Critical thinking                      | D      | D      | C      | D      | D      |  |
| Computer literacy                      | D      | D      | D      | D      | D      |  |
| Ethics                                 | A      | A      | B      | A      | A      |  |
| Leadership skills                      | A      | A      | A      | A      | A      |  |
| Information retrieval skills           | D      | D      | D      | D      | D      |  |
| Citizenship                            | -      | -      | -      | A      | A      |  |

## **Acknowledgements**

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