

Program Description

The Neohumanist Teacher Preparation Program - Level 1, with a focus on Early Childhood and Primary education, is designed to prepare teachers to work in a Neohumanist school or community-based educational program. Upon successful completion of the program, students will gain certification in Neohumanist Education through AMGK (Ananda Marga Gurukula). The program is a two-year intensive (26 credits) that includes online instruction, fieldwork with qualified supervisors, and personal mentoring. A new cohort will be accepted in September 2025 for the two year program.

Courses

Sequence One – Foundations of Neohumanist Education

NHE 100: [Introduction to Neohumanist Philosophy](#) (2 credits)

This course provides an in-depth introduction to the Neohumanist philosophy that underpins the Neohumanist Education movement, primarily based on readings and reflections from foundational source texts. Once these concepts are clearly understood, they provide a framework that allows for flexible, culturally appropriate and innovative application in educational practice.

NHE 104: [Philosophy of Neohumanist Education](#) (2 credits)

Applied to education, the philosophy of Neohumanism offers a theoretical framework for understanding what it means to be human, the aims and purposes of education, how knowledge is constructed, how people learn, what should be taught, what constitutes a “good life,” and how school and society are connected. With these foundational concepts in place, the class will collaboratively explore the contours of a Neohumanist philosophy of education, which will serve as the foundation for subsequent learning in the program about the practical aspects of teaching and learning.

NHE 105: [Child Development from a Neohumanist Perspective](#) (2 credits)

This course explores and places child development concepts and theories in the context of Neohumanism. We will approach the physical, social, emotional, cognitive, moral and spiritual development of the whole child, along with the educational implications, with a critical and intuitional eye. A Neohumanist theory of child development takes developmental variations in culture and in individuals into account, while seeking to facilitate spiritual potential and helping children to recognize their ‘interconnectedness of being’ with the natural world and Planet Earth.

NHE 107: [Inside/Out: Personal Development](#) (2 credits)

Teachers and parents have the job of achieving the life-long learning objective of understanding their own personal history of their “inside-out” story to first balance with themselves and then with students, children, family and community. This course, we are offering this inside-out opportunity to teachers to achieve a better balance first with self and then with students and the social context that education encompasses.

NHE 109: [Teaching 8-Limbed Yoga for 3-10 Year Olds](#) (2 credits)

This course explores developmentally appropriate strategies for bringing the spiritual practices of the Astaunga Yoga lifestyle into the classroom. These include Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi. A significant component embedded in this system is how to nurture and build our spiritual relationship with the Inner Essence. Some emphasis will be placed on incorporating storytelling, drawing, music, drama, and the arts in Astaunga Yoga practices.

Block Two – The Practices of Neohumanist Education**NHE 111: Descriptive Inquiry: The Art of Knowing the Child (2 credits)**

This course explores an inquiry method to help educators develop their powers of educational observation, description, reflection, and intuition to better guide young people on their unique educational journeys. It integrates the understandings of self-development and child development into a practical *contemplative practice* as one of the unique features of Neohumanist education.

NHE 112: [NHE 112: Curriculum and Teaching for a Neohumanist Future](#) (2 credits)

This course explores curriculum and teaching with the aim of furthering a model of Neohumanist education that meets the needs of students in the present, but is oriented towards a future characterized by justice, peace, equity, joy, and harmonious living in a deeply connected web of life. It covers the theory and practice of curriculum design, the creation of learning environments and an overview of progressive instructional methods.

NHE 113: Language and Literacy (2 credits)

This course examines the fundamentals of language and literacy development in preK-elementary grades with an emphasis on creating a culture of literacy that meets the unique needs of all students. Topics include language acquisition, reading readiness and instruction methods, visualization, visual literacy, vocabulary development , bi-literacy and written language development. Storytelling techniques will be emphasized. A variety of children's literature will be explored and analyzed for its suitability in a Neohumanist curriculum.

NHE 115: Arts-Based Curriculum Design (2 credits)

This course focuses on nurturing children's diversity, individual talents, learning styles, and social-emotional development through the integration of the arts in the literacy curriculum. Skills workshops in the facilitation of creative drama, creative movement, music and the visual arts will demonstrate how to link academic literacy objectives in a multiple intelligences framework and enliven the classroom. Students will study the basic principles of learning theory and arts-based curriculum design with the aim of creating a comprehensive curriculum unit around a book or set of books at the grade level of their choice.

NHE 117: A Social Studies Curriculum of Place (2 credits)

This course explores the processes of culture, colonization and decolonization in particular *places*, and how multidisciplinary social studies can align with a social justice mission. Methods and materials for teaching history, economics, geography, sociology, and civics in the context of project-based and service learning from a Neohumanist perspective will be presented and developed.

NHE 118: The Social Context of Learning (2 credits)

This course explores the effects of adverse childhood experiences and trauma and how to foster healing, social-emotional well-being, creativity and learning through classroom regulation skills, restorative practices, community building time and family/community partnership.

NHE 119: Teaching Science, Technology, Ethics, Arts, and Math (STEAM) (2 credits)

This course explores both the power and the limits of science and outlines an integrated pedagogy that highlights the role of ethics and the arts in a Neohumanist framework for teaching science, technology, ethics, arts, and math (STEAM). We will focus on how children make sense of the world and build “scientific knowledge” and learn how to use this understanding to create effective learning experiences. The class will highlight various forms of cultural knowing alongside conventional Western science, and demonstrate the importance of a place-based approach. Practical skills include how to build and scaffold science concepts across grade levels, how to integrate science, math and technology in meaningful ways, and how to create indoor and outdoor learning spaces that foster inquiry based learning.

Block Three – Capstone**NHE 120: Capstone Project (2 credits)**

Students demonstrate the knowledge gained through the program in an individually designed, multi-faceted project that is of use to the community of Neohumanist educators (and the wider world). In addition, they compile a portfolio of their work in the program demonstrating competency in multiple areas and a commitment to lifelong learning and continuous professional development.