

ACADEMIC CATALOG

2015 - 2016

UNDERGRADUATE STUDIES

BACHELOR OF ARTS IN LIBERAL STUDIES

THE UNIVERSITY OF PHILOSOPHICAL RESEARCH



UNDERGRADUATE ACADEMIC CATALOG

2015-2016

B.A. LIBERAL STUDIES

THE UNIVERSITY OF PHILOSOPHICAL RESEARCH
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REVISIONS TO THE ACADEMIC CATALOG

The University reserves the right to make any changes in the curriculum, procedures, policies, location, schedule of classes, and tuition published in this edition of the Academic Catalog. All students, both those currently enrolled as well as those newly enrolled will be subject to the curriculum requirements of the new catalog as well as any increase in tuition. New laws and regulations are reflected in policies in annual catalog revisions.

THE UNIVERSITY OF PHILOSOPHICAL RESEARCH
UNDERGRADUATE ACADEMIC CATALOG

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“He who knows others is learned; He who knows himself is wise.”

Lao-tzu 6th Century BC

“Know thyself”

Thales 635 BC - 543 BC

“Wherever we go, whatever we do, self is the sole subject we study and learn.”

Ralph Waldo Emerson 1803 - 1882

OUR HERITAGE

The ancient wisdom traditions teach that the visible world is but a reflection of higher, non-material principles. These principles are based on laws of mental and spiritual unity, harmony and balance. The *wisdom approach* holds that the aim of education is the study of these inner realities of experience.

The knowledge of the wisdom traditions is available to human consciousness, not merely as mental understanding but as the basis of the innermost self. By reintegrating this tradition, UPR encourages its students to formulate more integral and transformative ways of thinking and living to proceed towards a progressive unfoldment in the manifest world.

THE MISSION OF UPR

The mission of the University of Philosophical Research is to be a university without walls dedicated to the pursuit of self-knowledge and its application in all fields of life; and making available, through contemporary distance and face-to-face learning methods, higher education and research in the lineage of the great wisdom schools of the past.

INSTITUTIONAL LEARNING OUTCOMES

- Demonstration of ability to research information representative of the world's wisdom traditions in philosophy and culture
- Analysis and application of theoretical tools in philosophy, psychology, religion in order to facilitate self-understanding, global understanding and transformation
- Applying skills of comprehension, analysis, criticism and synthesis in scholarship and research
- Synthesis of skills of oral and written communication for conveying the results of scholarship and research

ABOUT UPR

THE UNIVERSITY OF PHILOSOPHICAL RESEARCH is dedicated to providing higher education for students wishing to integrate the values of idealistic philosophical thought with rigorous academia. The tradition out of which UPR grows is shaped by such seminal thinkers as Pythagoras, Plato, Socrates, Manly P. Hall, Sri Aurobindo, Lao Tzu and all the philosophers of history who perceived an intelligible world with progressive, dynamic and emergent properties of consciousness.

Towards this end UPR has developed as a university, presented through distance learning curricula by a world-class faculty of gifted teachers, who draw freely upon the entire cultural, spiritual and scientific heritage of humanity with a view towards synthesis and integration.

The emphasis is not solely upon objective acquisition of information, as important as it is, but upon participation in the process of learning that leads to knowledge. It is in conscious participation that understanding and meaning emerge and are translated into wisdom. Many institutions of higher learning today are focused upon the acquisition of information which leads to skills development and hence to “making a living.”

The University of Philosophical Research aims towards “making a life” or becoming more fully human, and “making a world” or providing the inner tools for consciously shaping civilization’s future.

UPR’S GOALS AS AN INSTITUTION ARE:

1. To provide higher education which prepares students irrespective of gender, religion or culture:
2. To gain a global philosophical, psychological and cultural perspective on themselves and their world.
3. To be effective citizens in facilitating world harmony in diverse spheres of life.

DEAC APPROVAL & CONTACT INFORMATION

The University of Philosophical Research is accredited by The Distance Education Accrediting Commission (DEAC). The Accrediting Commission is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation.

The DEAC defines, maintains, and promotes educational excellence in distance education institutions, reviewing an institution's mission and objectives; student services; qualifications of administrators, faculty and staff; educational program objectives, curricula and materials; admission practices, and financial responsibility.



The Distance Education Accrediting Council is a non-profit [501 c 6] educational association located at: 1601 18th Street, N.W., Suite 2, Washington, D.C. 20009 Tel: 202-234-5100

FILING COMPLAINTS WITH DEAC:

DEAC has an online complaint system that may be accessed from the “Contact Us” section on their website (<http://www.DEAC.org/>). Those who feel that the institution, its courses, services, conduct, or personnel are not in compliance with DEAC's standards or policies may use this system to lodge a complaint.

LEGAL CONTROL:

UPR operates under a governing structure using a Board of Directors. The Board is responsible for directing the institution toward the achievement of its stated mission and the pursuance of established institutional standards.

The Board of Directors exercises ultimate institutional authority over all academic and institutional functions and holds ultimate legal control over the institution. While the Board of Directors is not responsible for the day-to-day decisions of the institution, it does decide all major policies and issues affecting the educational aspects of the institution. The Board of Directors is also responsible for the selection and the evaluation of the institution's President.

INSTITUTIONAL ETHICS:

INCLUSIVENESS - UPR looks to include wisdom from its every source and to make it accessible to all who value it.

NON-ADVOCACY - UPR is not partisan nor does it endorse any one particular tradition or personality.

FREEDOM - UPR considers the quiet urging of each heart and the contemplations of each mind to be the proper personal guide in the process of self-discovery. Each person is urged to freely compare and reference the natural knowing of their own heart and mind with the finest expressions of humanity's deepest insights. We expect that this educational process will create an internal resonance with those insights which will best lead each person on his or her unique path of learning and discovery.

A COMMUNITY OF DISCOVERY - UPR aims to foster an educational community characterized by stimulating and good-spirited interaction. UPR stresses tolerance of other points of view and hopes to impart a general love and respect for the wisdom traditions that have emerged from diverse cultures. UPR believes that this "love of wisdom" should be extended to the growing body of scientific knowledge that students need to pursue and integrate into the ever evolving understanding of the nature of reality.

LIBRARY AND CAMPUS RESOURCES

UPR'S PHYSICAL FACILITIES

The University of Philosophical Research's administrative structure is located in Los Angeles, California at 3910 Los Feliz Boulevard, near the historic Griffith Park. The facilities include a primary reception area, office space for administration and support staff, a Research Library, a lecture room, and a 300-seat auditorium, with parking for staff and guests. Textbooks can be ordered or purchased from the Campus Bookstore located on the premises.

UPR'S RESEARCH LIBRARY

The result of many years of research, acquisition and preservation, UPR's Research Library, founded by Manly P. Hall, has become a pivotal collection of source materials and manuscripts relating to the deeper issues of human thinking. This collection has formed a universal philosophical library to serve thoughtful persons in the advancement of learning and wisdom. It has become a great institution and cultural center, dedicated to the ideal of a broad religious and philosophical viewpoint. The University of Philosophical Research's Library has been assembled with great knowledge and discernment, book by book, for more than half a century. Its holdings now include about thirty thousand items. The Library is especially rich in manuscripts and early printed works in their original editions.



The strength of a specialized library, and its rating among great library collections, lies in its manuscript department, and its collection of books prior to 1800 AD. Included in these areas, the Library has early works by Greek philosophers, early Biblical and ecclesiastical writers, Francis Bacon, Jacob Boehme, the modern Theosophists, and other highly important alchemical and astrological writings. In addition to rare early books and manuscripts, the Library has an extensive collection of modern scholarly literature and wisdom literature from throughout the world. It is a synthesis of philosophy,

religion and science. Represented in these fields are the spiritual systems and mythologies of the ancient Far East, Persia, Mesopotamia, Egypt, Greece, and Rome and their present-day descendents—Zoroastrianism, Hinduism, Jainism, Buddhism, Lamaism, Sikhism, Taoism, Shinto, Mayan and Aztec, Judaism, Christianity, Islam and Sufism. Among the other library categories are: Psychology, Metaphysics, Modern Philosophy, Comparative Religion, Freemasonry, Art and Architecture, Biography, Alternative Medicine.

Research support is available to students who may contact UPR's Librarian, who will duplicate and e-mail extracts of rare materials available in UPR's Library. The Campus Bookstore also provides search and acquisition support for students looking for copies of hard-to-find books as well as all books required and suggested by their professors. Students and faculty are also given electronic access to The Library and Information Resources Network, Inc. (LIRN).

Students are asked to provide details of other libraries in their area, particularly college libraries that are accessible to the general public and libraries of the municipal public system.



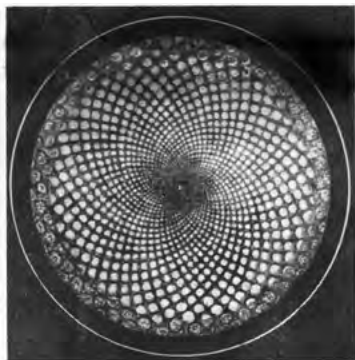
This library houses UPR's extensive collection devoted to ancient and modern philosophy, comparative religion, psychology, science and related subjects.

BACHELOR OF ARTS IN LIBERAL STUDIES



THE BACHELOR OF ARTS IN LIBERAL STUDIES program offered by UPR is for those seeking to acquire a broad-based education in the Liberal Arts. The program focuses on four main subject areas: *Philosophy, Psychology, Culture and Religion*. The university is an advanced educational institution and as such, prospective students must have completed an Associate of Arts degree or its equivalent of 90 quarter credits or 60 semester credits of lower division undergraduate study with a minimum GPA of 2.0. The Bachelor of Arts degree requires a total of 180 quarter credits for completion.

Undergraduate students at UPR will need to complete 90 quarter credits of upper division course work distributed over the four core areas of study (Philosophy, Psychology, Religion and Culture). Common themes across the curriculum will include: society and politics, science and technology, anthropology and cosmology, history and the creative arts, critical thinking, reading and writing skills. Focusing on the development of analytic and creative skills, this program underlines intersections among the selected academic disciplines so as to be cross-cultural, cross-temporal and contemporary.



BACHELOR OF ARTS PROGRAM LEARNING OUTCOMES

UPON SUCCESSFUL COMPLETION OF THE PROGRAM, STUDENTS WILL BE ABLE TO:

- **IDENTIFY** key foundational and contemporary frameworks and issues within the areas of world philosophy, psychology, religion and culture
- **ANALYZE** qualitative and quantitative information and demonstrate ability to think critically about the areas of world philosophy, psychology, religion and culture so as to arrive at comparative and synthetic interdisciplinary judgments and original viewpoints.
- **UTILIZE** appropriate and relevant academic tools and methodology pertaining to the area of concentration from the intersection of the disciplines of Philosophy, Psychology, Religion and Culture
- **IDENTIFY** and critically evaluate relevant archival materials in a variety of formats
- **DEMONSTRATE** the ability to write essays, reviews and research papers that focus on foundational questions and/or current issues in the area of concentration from the intersection of the disciplines of philosophy, psychology, religion and culture, using an appropriate academic style.



COURSE FORMAT AND DELIVERY

COURSEWORK is conducted according to a quarter system with four 10-week quarters in the academic year. All courses offered are 3 credits each, unless otherwise specified. *Bachelor's degree completion* is premised on 90 quarter credits (60 semester credits) of coursework after admission with the completion of an Associate's certificate or its equivalent of 60 semester credits prior to enrollment. Completion of the Bachelor of Arts Degree requires a total of 180 quarter credits (120 semester credits).

Each course consists of ten weeks of study materials comprised of video and audio lectures, required and recommended readings, live teleconferences and online forum discussions for the students to communicate with one another and their professors. Course assessments may include midterm examinations, short papers, responses and essays. The course materials and course guide will be available in the online classroom learning system after enrollment. The **Course Guide** includes the academic calendar and the syllabus for courses offered during a specific semester.

Recommendations for student success are included in the **Study Guide**, which details format requirements for assignments and instructions for using the online e-campus. Topical or assessment paper grades are returned within a 14-day time frame. The student receives all information concerning the refund process and rights for cancellation prior to the initiation of any coursework, with the enrollment agreement.

Documentation is retained on site for: *All dates of interaction with the student; assignments of faculty; faculty interaction and correspondence; academic progress and course/program completion.*

Students may listen to streaming audio files of each lecture, or download the MP3s to review at their convenience. An **Events Calendar** will keep track of all upcoming assignments and highlight days when there are assignments or exams that require attention. Written assignments are easily uploaded into their appropriate assignment blocks where students can later view their posted grades.

STUDENT EVALUATION

The performance evaluation by course and by program is essential for UPR in ensuring control of and responsibility for institutional standards, in order to fulfill its mission, purpose and objectives.

WEEKLY QUIZZES

To aid cumulative learning through the course, students are expected to take a weekly 10-question quiz or its equivalent of credit hours in alternate assignments for review of course material related to the stated learning objectives of each weekly lecture. Weekly assignments are uploaded onto appropriate assignment blocks or as short-answer quizzes each week. Quizzes are automatically administered and graded by the Classroom Management Software application that is student identification protected and time bound. Results of these quizzes are accessible to the instructor for continuous monitoring of student progress.

Weekly Assignments and quizzes are graded on completion and are to be used for reflection and review of course material.

GRADED ESSAYS AND ASSIGNMENTS

Students are expected to complete all written assignments and projects in order to assess the overall understanding of each course and their ability to integrate and synthesize the information delivered through the course as well as to further the University's mission of advancing self-knowledge.

MID-TERM AND FINAL EXAMINATION

Mid-term and final exams assess overall comprehension of course material and ability to integrate course materials in the furtherance of self-knowledge. The instructor may add to these other subjective assessment requirements, such as oral examinations, papers assessing scholarship and research, field trip reports, reports of experimental findings and/or reflective diaries and journals. Mid-term and final exams contribute a large portion to a student's final grade and should be thoughtfully and thoroughly constructed.

STUDENT SURVEY

A student survey must be completed at the completion of each course in the program and a final survey is administered to each student upon completion of the program.

Surveys help to maintain and improve the quality of education our university provides. The feedback gathered from these surveys is invaluable and an key part of maintaining the objectives and achievements of the institution.

ASSOCIATE OF ARTS DEGREE EQUIVALENCY

The Associate of Arts degree is awarded for 90 quarter credits (60 semester credits) of lower division undergraduate study with a minimum GPA of at least a 2.0 ("C"). UPR will accept undergraduate transfer credits equivalent to an accredited Associate of Arts degree in the areas of general educational competency (reading, writing and mathematics), natural sciences, social sciences and humanities (please refer below for a list of applicable credits).

An Associate of Arts degree or its equivalent would require the completion of a total of 90 Quarter credits in the following areas:

GENERAL EDUCATIONAL COMPETENCY:

- **Language and Communication Studies: Minimum 3 credits** (eg. *English, Writing, Linguistics, Communication, Critical Thinking, Research Methods*)
- **Mathematics/Logic: Minimum 3 credits**

NATURAL SCIENCES:

- **Life Sciences: Minimum 3 credits** (eg. *Biology, Physiology, Zoology, Botany, Environmental Science*)
- **Physical Sciences: Minimum 3 credits** (eg. *Physics, Chemistry, Earth Science, Geology, Astronomy*)
- **Health Education: Minimum 3 credits** (eg. *Anatomy, Physical Education, Nutrition*)

HUMANITIES:

- **History: Minimum 6 credits** (eg. *World History, American History, Modern History, Cultural History*)
- **Geography: Minimum 3 credits**
- **Philosophy /Culture Studies: Minimum 3 credits** (eg. *Literature, Art, Architecture, Music, Dance, Performance*)

SOCIAL AND BEHAVIORAL SCIENCES:

- **Social Studies: Minimum 6 credits** (eg. *Sociology, Political Science, Economics, Anthropology*)
- **Psychology:** (eg. *General Psychology, Behaviorism, Freudian Psychology*)
- **Religious Studies**

TECHNOLOGY REQUIREMENTS

UPR's degree programs are designed for online delivery and interaction. Hence, at a minimum, students and faculty members need to have regular access (3-4 hours per week) to reading, writing, uploading and downloading capabilities on computers or other devices connected to the Internet. UPR courses all contain audio and video lectures which can be seen and heard both online and offline on CD and DVD players. For students wishing to take full advantage of the non-local reach of the courses, internet and webcam access is recommended. UPR courses also contain a mandatory teleconference component, thus, students must at least have access to telephone lines. Moreover, some of the courses use web-based teleconferencing and videoconferencing systems, so access to Skype and a webcam are also strongly advised.

THE VIRTUAL CLASSROOM



Students use our online campus—**<http://ugcampus.uprs.edu>**—built with *Moodle*, an Open Source software learning package (*Moodle stands for Modular Object-Oriented Dynamic Learning Environment*). Students may enter the site with their unique **User ID** and **Password** from the main login page.

On the Campus *front-page* each student will find a list of the courses they are enrolled in for the current Term. Clicking on the title of the course will take the student to the *web-based* version of the individual course guide. There is a ***Discussion***

Forum for each course (for dialogue with other students about the course material), and weekly breakdowns of all assignments (reading, written papers and course learning outcomes). Clicking on the ***Participants*** link in each course will allow students to view their classmates.

UNDERGRADUATE COURSE DESCRIPTIONS

REVISIONS TO THE UNDERGRADUATE COURSES

Please be advised that the university is presently working on the formation of additional courses to be offered to our undergraduate students.

PHILOSOPHY (PHI)

GENERAL PHILOSOPHY

PHI 201 - INTRODUCTION TO PHILOSOPHY

Richard Geldard, Ph.D.

This course will use the *Way of Wisdom* by Karl Jaspers and video lectures on the history of Western philosophy as well as lectures on specific philosophers and selected topics. Its purpose is to prepare the student for more advanced material by introducing the principles of rational inquiry, establishing a working vocabulary, and illustrating examples of philosophy at work. (3 credits)

PHI 202 - WISDOM LOVERS: FOUNDATIONS OF GREEK PHILOSOPHY

Lisa Smartt, M.A.

This course is a survey of classical philosophy and the evolution of the concepts of consciousness in classical philosophy. This course investigates how the Pre-Socratic thinkers provide us with a glimpse into what Plato, Aristotle, Plotinus and Proclus developed into a system of thought of lasting beauty and profundity. This is an introduction to Greek Philosophy, dealing with the rise of the original sense of philosophy as “love of wisdom.” Lectures by Raymond Moody Ph.D. (3 credits)

PHI 203 - THE EXAMINED LIFE

Richard Geldard, Ph.D.

This course will present some of the history of the rise of a self-aware consciousness, beginning in 500 BCE in the “Great Leap of Being” and including current thinking on the personal and independent search for self-knowledge and the philosophic quest for the ground of being. Lectures will explore both cultural and individual examples of the examined life as described by thinkers including Heraclitus, Lao Tse, the Buddha, Plato and Ralph Waldo Emerson, among others. The emphasis will be on the student’s own experience with the readings in the wisdom traditions and efforts to understand and articulate personal consciousness. (3 credits)

SOCIAL AND CULTURAL PHILOSOPHY

PHI 221 - POLITICAL THEORY IN A MULTICULTURAL PERSPECTIVE

Laurie Loon, M.A.

This course will introduce students to some of the foremost issues and questions in political thought. These range from: ‘*What is human nature?*’ to ‘*What is the nature of the relationship between the ruler and the ruled?*’ to ‘*What is the best kind of organiza-*

tion for the state?’ The course will draw upon classic and modern texts of political philosophy, including Sun Tzu, Aristotle, Machiavelli, Rousseau, J.S. Mill, Marx and Engels, Wollstonecraft and Edward Said. Students will learn to read, interpret and evaluate texts in political theory and to compare political theory with political practice from a variety of cultural backgrounds and to place them in context. The far-reaching critique of classical political theory provided by feminism will also be examined. (3 credits)

COSMOLOGY AND PHILOSOPHY OF SCIENCE

PHI 241- MIND-MATTER AND SPACE-TIME: THE REALITY CONTINUUM

Keka Chakraborty, M.S.

This course will introduce the laws of classical mechanics, classical theory of light and gravity, models of atomic structure, quantum theory, quantum electrodynamics, non-Euclidean space and the Theory of Relativity, while trying to comprehend how much our phenomenal experiences depend upon the scales (quantum to cosmological) of measurements. Additionally some psychological principles of form perception will be introduced to have a more integrated view on the mind-matter-sense relationship. (3 credits)

PSYCHOLOGY (PSY)

JUNGIAN PSYCHOLOGY

PSY 231 - INTRODUCTION TO C.G. JUNG

Stephen Julich, Ph.D.

Memories, Dreams, Reflections is an extraordinary document. Part biography, part autobiography (penned by Jung himself), it obscures as much as it reveals about the historical details of the great psychologist's life. We will look at Memories, Dreams, Reflections through the lens of myth, symbol, and archetype, to analyze the way in which Jung grappled with the great questions: “Who am I; what is my purpose; by what myth do I live?” In this way, we can view the text as a mirror in which each of us can experience our own original face, and our individual lives as living symbols of the psychic matrix into which we are all inextricably woven. (3 credits)

PSY 222 - I CHING: MODELS OF TRANSFORMATION

Chris Sheridan, M.A.

This course is based upon the new translation: Total I Ching: Myths for Change. Students will examine how *Yijing (I Ching)* or the *Classic of Change*, the world's oldest living tradition of “wisdom divination,” provides models of the psyche's healing powers. Students will proceed through an examination of Eastern ideas of the “Way” or Dao and the insights of Western transformative psychologies. The object is to make “Change” a part of your imaginative and intellectual life. Lectures by Stephen Karcher Ph.D. (3 credits)

APPLIED PSYCHOLOGY

PSY 201 - SELF-REGULATION: THE FOUNDATION OF HUMAN POTENTIAL

Justin Ayres, Ph.D.

This course covers the principles and processes of self-regulation that underlie human potential for health and wellness. Psychophysiologic self-regulation and the psychophysiology of stress and relaxation are described. Students will be introduced to a variety of self-regulation procedures such as Autogenic Training, visualization and short relaxation techniques. Mental and emotional characteristics of the healthy person are described and strategies for enhancing personal well-being are outlined. The course concludes with a consideration of cultural forces that promote wellness, and a broad view of personal and social well-being. Lectures by Judith Green, Ph.D. & Robert Shellenberger, Ph.D. *(3 credits)*

PSY 202 - ATTENTION MECHANICS

Steven Maurice Drouillard, M.A.

Attention is a keystone of consciousness and the primary resource we must learn to “mindfully” manage in pursuit of greater awareness. This course will first look at the dynamics of the attention environment we find ourselves in, and the powerful “defaults” and assumptions we participate in as matters of habit. It will review, in the context of current science and the wisdom traditions, practical ways to disengage our attention from participation in habitual perspectives so that we may gather and focus attention in ways that make becoming an objective observer and manager of our own attention possible. *(3 credits)*

CULTURE (CUL)

LANGUAGE AND COMMUNICATION

CUL 206 - THE ART OF THE ESSAY: PRINCIPLES AND PRACTICE

Don Iannone, M.A.

This course will begin by reading examples of great writing and then begin to explore the principles and practice of the essay form. Good writing is not done by formula but rather by attention to communicating to a reader exactly what we wish to say, using all the gifts of language we possess. It is a truism that good writers are first good readers. They absorb the sound and sense of good writing and may initially copy good writing but eventually, if they are fortunate, they find their own voice. In undergraduate and graduate work, the student’s ability to write well is crucial, and this course will offer an opportunity to study the principles of good writing and the practice of writing a series of short essays. *(3 credits)*

CUL 208 - CREATIVITY: THE INTEGRAL JOURNEY

Sabrina Dalla Valle M.A.

Everything we create has a culture that communicates meaning at some level. This course challenges students to examine culture not as an expression of regionalism

or ethos, but as distinct, universal patterns of awareness: archaic, magical, mythic, mental, culminating in the integral experience. Following this theoretical purview of cultural philosopher Jean Gebser (1905–1973), we will explore the creative impulse behind these patterns through an examination of art, ritual, and poetics as cross-cultural communicative modalities. Creativity thus becomes a form of ontogenesis: vital, psychological, conceptual – adaptable to structural changes within a holistic sense of integral unity. *(3 credits)*

MYTHOLOGY

CUL 223 - STORIES THAT TELL US WHO WE ARE: MYTH & MEANING FOR TODAY

Athena Kolinski, M.A.

In this lecture series will look at myths from around the world, and from ancient Greece or Japan up to modern tales like The Lord of the Rings or Star Wars. We will reflect on how vibrant myth can empower one's life and also examine dangers in mythic thinking. Join us as we explore some of the most engaging and dynamic narratives ever known to humankind. Lectures by Robert Ellwood, Ph.D. *(3 credits)*

CREATIVE ARTS

CUL 251 -THE TRANSCENDENT IN SCIENCE FICTION

Mary-John Hart, Ph.D.

The course is a study of the function and value of science fiction in the human realm as a potential carrier of The Transcendent. We try to understand the factors that were active in prehistory and the very different factors that entered the human realm with history – profoundly affecting the way we now live. We try to understand how the recent arrival of science fiction affects and reflects our human story. This course also looks at the transformation our civilization is now undergoing because of massive and previously unimaginable changes in science and technology. We examine how these changes are being interpreted by science fiction and how they may or may not reflect The Transcendent. *(3 credits)*

RELIGION (REL)

COMPARATIVE RELIGION AND MYTHOLOGY

REL 201 - INTRODUCTION TO RELIGIONS OF THE WORLD

Athena Kolinski, M.A.

This course offers a review of all the great spiritual traditions of the world. Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism are introduced with emphasis on both Judeo-Christian and Eastern thought on consciousness. Lectures by Robert S. Ellwood, Ph.D. *(3 credits)*

REL 202 - STAGES OF SPIRITUAL GROWTH

Obadiah Harris, Ph.D.

This course is about the different stages of spiritual growth from aspiration to illumina-

tion. It is based upon “*The Life Divine*” -- the magnum opus of Sri Aurobindo. This course will set forth the quintessence of what is often described as one of the greatest works on metaphysics in the Twentieth Century. It will answer such questions as how do we reconcile the material/scientific values of the West with the spiritual/mystical insights of the East based upon the philosophy of integration, that can bring us to the next stage of evolution beyond the reasoning mind. (3 credits)

REL 203 - THE HUMAN AND THE DIVINE: A COMPARATIVE ANTHROPOLOGY

Athena Kolinski, M.A.

Religions all over the world are concerned with issues of humanity, divinity and the ways that the two communicate with each other. An exploration of humanity leads to questions such as: What is life, what is death and is there more to life than death? Divinity explores who and what are divine, as well as questions the divinity of humans. And finally communication and interaction between humans, both in groups and as individuals, with the divine will be examined. (3 credits)

INDIGENOUS RELIGIOUS TRADITIONS

REL 221 - THE MEDICINE WHEEL: A SHAMAN'S WAY OF KNOWLEDGE

Shawn Randall, M.A.

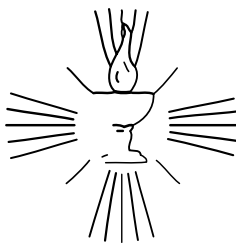
This course explores Shamanic Healing traditions with the Way of the Four Winds—South (*Serpent, the Wounded Healer*), West (*Jaguar, the Luminous Warrior*), North (*Hummingbird, the Sage*), and East (*Condor, the Visionary*). Lectures by Alberto Villoldo, Ph.D. (3 credits)

EASTERN RELIGIONS

REL 241 - INTRODUCTION TO INDIC WISDOM LITERATURE

Debashish Banerji Ph.D.

This course introduces the Sanskrit spiritual vocabulary of India, in a contextual form, relating terms and their psychological connotations to the spiritual subcultures of their origin. The aim of the course is to provide tools for relating transpersonal experiences and practices to established cultural disciplines, so as to facilitate a comparative and comprehensive perspective on trans-egoic processes. (3 credits)



UNDERGRADUATE MAJOR

Each student is required to complete a minimum of 18 credits (6 courses) in each of the four areas, philosophy, psychology, religion and culture (PHI, PSY, REL, CUL), offered within the program (72 credits total). The student can then decide on a specific major area of concentration in their studies. The student must complete a **minimum** of 30 credits (10 courses) within their chosen area of concentration.

COURSE WORK

Students may complete the 90 credits of Course Work in as few as 6 Quarters (1.5 years), with a minimum of 15 credits (or 5 courses) per Term. Alternatively, students can take as many as 15 Quarters/Terms, with a minimum of 6 credits (2 courses) per Term. Students have a maximum of 22 quarters (5.5 years) to complete the undergraduate program. Students must attend at least 3 quarters per calendar year to be considered as an enrolled student. *Please see page 28 of the catalog for further details regarding **Academic Progress**.* Below is a sample four Quarter curriculum for the Undergraduate Program.

SAMPLE CURRICULUM - FOUR QUARTERS

SPRING PHI 241 - Mind Matter and Space Time
PHI 221 - Political Theory
PSY 203 - Introduction to C.G. Jung

Total Credits: 9

SUMMER PHI 203 The Examined Life
PSY 222 I Ching: Models of Transformation
CUL 251 The Transcendent in Science Fiction
REL 202 Stages of Spiritual Growth
REL 203 The Human & The Divine

Total Credits: 15

FALL PHI 201 Introduction to Philosophy
PSY 201 Self Regulation and Human Potential
REL 201 Introduction to Religions of the World
CUL 206 The Art of the Essay

Total Credits: 12

WINTER PHI 202 Foundations of Greek Philosophy
PSY 202 Attention Mechanics
REL 221 The Medicine Wheel;
CUL 223 Stories That Tell Us Who We Are
REL 241 Introduction to Indic Wisdom Literature

Total Credits: 15

FACULTY

JUSTIN AYRES, PH.D.

Ph.D., Depth Psychology, Pacifica Graduate Institute; M.A., Counseling Psychology.

DEBASHISH BANERJI, PH.D.

Dean of Academic Affairs

Ph.D., Indian Art History, UCLA
MSc, Computer Science, University of Louisville

KEKA CHAKRABORTY, M.S.

M.S. Computer Science, Jadavpur University, India. B.Sc. Physics Hons., Calcutta University

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M.A., Consciousness Studies, University of Philosophical Research. Diploma, National Academy of Broadcasting, Washington D.C.

RICHARD G. GELDARD, PH.D.

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Ph.D., Dramatic Literature and Classics, Stanford University

OBADIAH S. HARRIS, PH.D.

University President

Ph.D., Education, University of Michigan. M.A., Education, Arizona State University. B.A., Education and Philosophy, Arizona State University

MARY-JOHN HART, PH.D.

M.F.A. Speech and Drama, Stanford University, M.A. Clinical Psychology, Antioch University Los Angeles, Ph.D. Depth Psychology, Pacifica Graduate Institute

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B.A., Liberal Arts, Antioch University

SHAWN RANDALL, M.A.

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CHRIS SHERIDAN, M.A.

M.A., Transformational Psychology, University of Philosophical Research
B.A., Communications Arizona State University

LISA SMARTT, M.A.

B.A. Cognitive Linguistics, U.C. Berkeley. M.A. English

SABRINA DALLA VALLE, M.F.A.

M.F.A., Writing and Consciousness, New College of California, S.F., CA . B.A., Linguistic Anthropology, Reed College, Portland, OR

TABLE OF REQUIRED TEXTBOOKS

CLASS	BOOK TITLE	AUTHOR	ISBN	COST
PHILOSOPHY				
PHI 201	Way to Wisdom: An Introduction to Philosophy <i>1951 public domain pdf edition available free online (link provided on Moodle)</i>	Karl Jaspers	0300097352	\$14.00
PHI 202	In The Dark Places of Wisdom	Peter Kingsley	189035001X	\$12.00
PHI 202	<i>The Phaedo</i>	Plato	0192839535	\$5.00
PHI 203	<i>Irrational Man</i>	William Barrett	0385031386	\$12.00
PHI 203	<i>The Heart of Philosophy</i>	Jacob Needleman	1585422517	\$15.00
PHI 221	Classics of Moral and Political Theory (4th Ed.)	Morgan, Michael L.	0872207765	<i>Buy Used</i>
PHI 221	The Art of War	Sun Tzu	<i>Available on Moodle</i>	
PHI 221	Covering Islam: How the Media and the Experts Determine How We See the Rest of the World	Said, Edward W	0679758909	\$11.59
PHI 221	A Vindication of the Rights of Woman	Wollstonecraft, Mary	<i>Available on Moodle</i>	
PHI 241	Schaum's Outline of Physics for Engineering and Science	Michael Browne	0071810900	\$18.00
PHI 241	Modern Physics: An Introductory Text	Jeremy I. Pfeffer and Sholmo Nir	1860942504	\$41.00
PSYCHOLOGY				
PSY 201	The Relaxation & Stress Reduction Workbook (5th Edition)	David, Martha, Matthew McKay, Elizabeth R. Eshelman	1572242140	\$10.00
PSY 201	Health of the Human Spirit	Seaward, B.L.	0205319351	\$40.00
PSY 201	Self-Regulation Course Workbook	Green, Judith & Robert Shellenberger	<i>Available on Moodle</i>	
PSY 202	Awakening: Conversations with the Masters	Anthony de Mello	0829412603	\$15.00
PSY 202	The Power of Attention	Steven Maurice Drouillard	0893148669	\$16.95
PSY 202	Mind Time: The Temporal Factor in Consciousness (Perspectives in Cognitive Neuroscience)	Benjamin Libet	0674013204	\$18.00
PSY202	Attention Mechanics PowerPoint CD-Rom Presentation	Steven Maurice Drouillard	included	-
PSY 208	PowerHunch! Living An Intuitive Life	Emery, Marcia	1582700656	\$17.00
PSY 208	The Intuitive Way	Peirce, Penney	1571781609	\$5.00
PSY 222	Total I Ching: Myths for Change	Karcher, Stephen	074993980X	\$15.00

CLASS	BOOK TITLE	AUTHOR	ISBN	COST
CULTURE				
CUL 206	The Writing Life. (Paperback)	Dillard, Annie	0060919884	\$10.97
CUL 206	First We Read, Then We Write	Richardson, Robert	1587297930	\$13.63
CUL 206	The Elements of Style.	Strunk, William and White, E.B.	0205313426	\$8.72
CUL 208	The Ever-Present Origin	Jean Gebser	0821407694	\$30.00
CUL 208	Course Reader		<i>PDF Available on Moodle</i>	
CUL 207	Journey to Altermity: Transformational Healing Through Stories and Metaphors	Prager, Judith Simon	included	-
CUL 223	Key Concepts in Religion: Myth	Ellwood, Robert	<i>PDF Available on Moodle</i>	
CUL 223	The World of Myth: An Anthology	Leeming, David Adams	0195074750	\$11.09
CUL 223	Myth and Knowing: An Introduction to World Mythology	Leonard, Scott, and Michael McClure	076741957X	\$72.00
CUL 251	From the Legend of Biel	Mary Staton	1604020911	\$14.00
CUL 251	Wilderness of the Heart	Mary Staton	1424337542	\$16.95
CUL 251	Fahrenheit 451	Ray Bradbury	1451673310	\$10.00
CUL 251	Do Androids Dream of Electric Sheep	Philip K. Dick	0345404475	\$10.00
CUL 251	Snow Crash	Neal Stephenson	0553380958	\$8.48
RELIGION				
REL 201	Many People, Many Faiths, 8th Ed.	Ellwood, Robert and McGraw, Barbara	0131178075	\$44.98
REL 201	The Power of Religion: A Comparative Introduction	Porterfield, Amanda	0195093291	\$24.84
REL 221	Shaman, Healer, Sage: How to Heal Yourself and Others with the Energy Medicine of the Americas	Alberto Villoldo	0609605445	\$8.50
REL 241	The Language of the Gods	Tyberg, Judith	0930736001	\$15.56
REL 241	Indian Religions: A Historical Reader of Spiritual Expression and Experience	Hees, Peter	0814736505	\$25.65

Costs reflect current (as of this printing) publisher suggested retail prices, and are subject to change without prior notice.
Required textbooks for courses are subject to change without notice, please see Course Guides for most current list.

ADMISSIONS PROCEDURES

OPEN ENROLLMENT

The University of Philosophical Research has an “open enrollment” policy: students may enter the program at the beginning of any calendar Term. Their schedule of courses will begin with the first Quarter they enter the program and continue from there. No one course is a prerequisite for any other at UPR.

ADMISSION REQUIREMENTS

Every applicant must:

- Have an earned **Associate of Arts Degree or its equivalent of 90 quarter credits (60 semester credits)** with a **minimum GPA of 2.0** from a college or university accredited by an accrediting association recognized by the United States Department of Education. If the degree was completed in another country, documentation that the institution offers degree programs equivalent to those approved by the U.S. Department of Education must be provided.
- English is the language of instruction at UPR. Students who are not first-language English proficient must verify English proficiency in the form of a TOEFL test with a **minimum score of 530** (see “*Out of Country Students*”).
- Must provide assurance of access to E-mail, Internet and a personal computer (*web-based e-mail and access through public computers is acceptable*).
- Must provide assurance of access to college-level library resources or electronic equivalent for the period required for completion of the degree program.
- Must provide assurance of serious interest and ability to meet the academic demands of scholarship required for this program.
- Any exception to this stated policy is made only by the Chief Academic Officer with documentation of degree equivalency maintained with the student’s file.
- Completion of UPR undergraduate programs requires the ability to read, view images and videos, listen to audio materials, type responses on a computer, and think logically. Applicants with disabilities limiting their ability to read, listen, or type should consult with a member of the administration to evaluate their ability to successfully fulfill the requirements of a distance learning curriculum.

ACCEPTANCE AND ENROLLMENT

Prospective students must have provided an application fee of \$75 at the time of application. Initial notifications of acceptance for the academic year will be mailed to applicants prior to the start of their first quarter of the degree program. Those who are unable to attend the academic year they have initially applied for must submit a new application should they wish to be considered for acceptance at a later date.

Application deadlines for all materials is three weeks prior to the start of Term.

APPLICATION CHECKLIST

Every applicant must provide the following materials:

- A current photograph and a copy of current photo identification, such as: US driver's license, or photo page of passport.
- Current resume, or curriculum vitae (c.v.).
- Completed Application for Enrollment form, with chosen degree and start date marked. (*Forms are available upon request or can be downloaded from www.uprs.edu*).
- Official transcripts from their undergraduate institution(s), either sent directly by the institution, or sealed transcripts enclosed with application. (*Photocopies, faxes, or other facsimiles will **not** be accepted*)
- Transcripts must include at least 9 undergraduate credits in any of the following fields: Philosophy, Psychology, Mythology, Religion, Culture Studies, Cosmology. If transcripts do not include said credits, include evidence of equivalent learning.
- Two letters of recommendation to be sent directly by the recommenders. (*Forms are available upon request or can be downloaded from www.uprs.edu*)
- Autobiographical essay that includes a Statement of educational and professional goals for personal development must be enclosed with application.
- Application Fee of \$75. (*Check or Money order in US currency, payable to: University of Philosophical Research*)
- International students, where English is not a first language: *minimum TOEFL score of 530 must be submitted* (<http://www.ets.org/toefl>)

All accompanying documents should be type-written, double spaced and mailed with a signed **Application for Enrollment** (applicants may submit appropriately formatted documents via e-mail only with advanced permission from the Registrar). If you have questions regarding Admissions requirements or policies, contact the Registrar at registrar@uprs.edu (or by phone at 323.663.2167).

HOUSING & OUT OF COUNTRY STUDENTS

UPR is a *non-resident* school, and does not provide housing for students, neither does it provide any visa services—all courses are *through distance learning*. All instruction at the University of Philosophical Research is in the English language, and no ESL accommodations are provided.

ACCEPTABLE TOEFL SCORES

International students who are not first-language English proficient, or those having a degree from a university where English was not the primary language of instruction, are required to pass the **Test of English Foreign Language** (TOEFL) with a **minimum score of 530** on the examination (for test registration and testing locations in your country use the following URL: <http://www.ets.org/toefl>).

ID VERIFICATION:

Students are required to file photographic identification through a state issued identification card, driver's license or nationally issued passport, at the time of applying for admission. Student identification is verified either through physical presence, using video-conferencing or through a remote proctoring procedure utilizing office bearers, as explained in the section on Comprehensive exams.



In the courtyard at the University of Philosophical Research

FEE SCHEDULE AND TUITION POLICY

Fees for the **Bachelor of Arts Degree** are as follows (in US dollars), applicable to Degree students, Single Course students, and Audit students. All students, regardless of status must complete enrollment forms and supply the application fee:

FEES:

<i>Application Fee:</i>	\$75
<i>Graduation Fee:</i>	\$100
<i>Tuition - Single Course (for 3 Credits):</i>	\$498* (\$166/credit)
<i>Tuition - Single Course (for Audit):</i>	\$250
<i>Returned Check Fee:</i>	\$75
<i>Transcript Fee:</i>	\$10
<i>Late Tuition Payment:</i>	\$20

TOTAL TUITION: \$15,115**

*Single Course tuition includes all recorded materials, course guides, printed course supplements and shipping charges. *International* and *expedited* shipping will incur an additional charge. **Textbooks are not included in the tuition.**

**Total Tuition includes the completion of 90 credits, the *Application Fee* and *Graduation Fee*.

UPR reserves the right to change tuition and fees without prior notice.

TEXTBOOKS

Required textbooks may be purchased by the student through various retail sources and the Internet, or through **UPR's Campus Bookstore** (by phone at 1.800.548.4062 or e-mail at admin@uprs.edu). Shipping charges are not included for books. Please see the itemized book list on page 21-22 for details of required textbooks and costs. Textbooks, whether purchased through UPR, or through outside vendors, are not returnable to UPR. *(Please note, prices are subject to change, and reflect the most current suggested retail price as of this printing of the Catalog.)*

PAYMENT OF FEES

Tuition may be paid in full at the time of registration. However, students are enrolled in courses on a quarter-by-quarter basis and the "Single Course Tuition" for each course must be paid before the start of Term, and before the student receives any course materials. Students should make arrangements to satisfy tuition and fees through the Registrar. Students may pay their fees by check, credit card (VISA or MasterCard), money order; or pay online with a credit card or debit card at www.uprs.edu (on the navigation bar, click "Store" and select "Pay Tuition Online." All checks and money orders should be made payable to "**University of Philosophical Research**" for the exact amount of the charges.

The University regularly contacts students regarding tuition, however it is the student's responsibility to be aware of outstanding account balances and pay them promptly, or to make arrangements for scheduled credit card billing.

POLICY ON AUDIT OF COURSES

Students may petition the Registrar for approval to audit a course. Courses which have been audited will be recorded with a grade of "AU" and will **not** earn the student any credit toward a degree (even if they should choose to enroll *for credit* at a later time). Students auditing a course are considered passive participants and will not be held responsible for course assignments. Audit students will be required to pay a tuition charge of \$250 for each audited course.

FINANCIAL AID

At the present time UPR does not participate in any government funded student loan programs. Even though this institution is qualified and fully eligible to participate in Federal Title IV student aid (FSA) programs, such as federal loans and Pell grants, we have chosen not to participate for the following reason:

UPR chooses to keep costs low and quality high, and help those with limited means by being flexible about the pace a student may engage in the program. This will allow students to take on costs as they are able, graduating debt free.

However, since UPR is a nationally accredited graduate school, private funding and granting agencies may be willing to accommodate student requests for loans or financial assistance. Therefore, it is possible for students to do their own research and contact such agencies.

CANCELLATION & REFUND INFORMATION

WITHDRAWAL AND REFUND POLICY

Students have the right to withdraw from a course of instruction at any time. If the student withdraws after midnight of the eighth business day after the first day they received their first lesson, the University will calculate the amount the student owes from the time of attendance according to the following formula:

The amount owed shall be determined on a pro-rata basis depending on how many clock or credit hours attended versus how many clock or credit hours paid for. UPR will keep a portion of the cancellation fee (not to exceed \$100). If the amount paid is more than the amount owed for the time attended, a refund will be made within 30 days. If the amount owed is more than the amount already paid, the student will have to make arrangements for payment.

The withdrawal date for refund computation is the last date of attendance in class. The student is also deemed to have withdrawn for refund purposes, if

the institution terminates enrollment as provided in the enrollment agreement.

A student who elects to withdraw from the program is entitled to a refund of tuition after the written cancellation notice is received. Refunds are made according to the following schedule as set forth for postsecondary schools by the California State Department of Education:

to 10% of the course,	90% refund of paid tuition;
to 25% of the course,	75% refund of paid tuition;
to 33 ^{1/3} % of course,	66 ^{2/3} % refund of paid tuition;
to 50% of the course,	50% refund of paid tuition;
to 60% of the course,	40% refund of paid tuition.

The effective date for determining a refund is the date the Office of Student Services receives the notification of cancellation. Refunds will be paid within 30 days of receipt of notification of cancellation and return of albums. (*For academic regulations on withdrawal, please refer to the Student Handbook.*)

STUDENT TUITION RECOVERY FUND

The *Student Tuition Recovery Fund* was established by the California State Legislature to protect any California resident who attends a private postsecondary institution from losing money. If you prepaid tuition and suffered a financial loss as a result of a school closing, failing to live up to its enrollment agreement or refusing to pay a court judgement.

To be eligible for STRF, you must be a “California resident” and reside in California at the time the enrollment agreement is signed or when you receive lessons at the California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a “California resident.”

To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the Bureau for Private Post-Secondary and Vocational Education that the school is closed. If you do not receive notice from the Bureau, you have four (4) years from the date of closure to file a STRF application. If a judgement has been obtained by you, a STRF application must be filed within two (2) years.



Albrecht Dürer's "SAINT CHRISTOPHER" (1521)

ACADEMIC PROGRESS

UPR's **Bachelor of Arts degree** requires a total of **180 quarter credits**. Since our expertise is in advanced education, we expect entering undergraduate students to have completed an Associate of Arts degree or its equivalent of 90 quarter credits (60 semester credits). Undergraduate students at UPR will need to complete 90 quarter credits of required Course Work (3 credits per course, for a total of 30 courses).

COURSE WORK

Students may complete the 90 credits of Course Work in as little as one year (4 Quarters), with a minimum of 15 credits (5 courses) per Quarter. The maximum allowable course completion time is 5.5 years (22 Quarters). A *Continuation Fee* increase of 25% per course will apply to any course taken after this period, up to 2 additional Quarters (followed by dis-enrollment). **Students must attend at least 3 quarters per calendar year to be considered as an enrolled student.**

Each course contains lectures, outlined requirements with specific goals included in a written Course Guide, required and supplemental readings, and other creative assignments. Mid-terms and Final written assignments cover the lectures and required reading materials for the course. Written papers use the American Psychological Association (APA) Style Guide (an APA “style sheet” is provided in the UPR **Study Guide**).

Weekly studies include listening to audio recordings, required reading and recommended texts, participating in forum discussions and where indicated, in teleconferences. Students, on a weekly basis, are expected to commit at least 9 hours of study per class (3 hours of coursework equivalent to classroom attendance and participation in forum discussions and telephone conferences and 6 hours of coursework equivalent to home study and research).

Students must remain in compliance with the University's policy concerning scholastic standing and grade point average, meaning that all course-work applied toward completion must be completed with a grade (i.e., not Incomplete). A cumulative GPA of less than a 2.0 (C letter grade) does not qualify for graduation.

ACADEMIC PERFORMANCE

Grading at the University of Philosophical Research is accomplished by a faculty member using a combination of objective and subjective evaluation processes. These include weekly assignments, examinations, and research papers. Instructors rate student achievement on content, accuracy, and overall quality. A student's assignments will be graded and returned to the student within fourteen (14) working days of receipt of the material.

Grades will be issued to the students after the end of each course. All students have course-work evaluated and reported by the faculty using the following definitions:

97-100%	= A+	[GPA: 4.0]
93-96%	= A	[GPA: 3.7]
90-92%	= A-	[GPA: 3.5]
87-89%	= B+	[GPA: 3.3]
83-86%	= B	[GPA: 3.0]
80-82%	= B-	[GPA: 2.7]
77-79%	= C+	[GPA: 2.3]
73-76%	= C	[GPA: 2.0]
0 - 73%	= F	[GPA: 0]

STUDENT ATTENDANCE, LEAVE OF ABSENCE & DISCONTINUATION

Being a student at UPR is a process of accumulated learning and requires continuous attention. For this reason, it is necessary for students to maintain continuity and regularity in course enrollment and completion from quarter to quarter through the period of the program. However, UPR also recognizes the fact that students may go through extenuating circumstances, such as financial or health or work responsibility issues that make it very difficult to attend school at certain times. In such eventualities, the student may apply for a Leave of Absence using the appropriate *Leave of Absence Form* (available upon request from the Registrar).

Students must attend at least 3 quarters per calendar year to be considered as an enrolled student. The *Leave of Absence* applies for one quarter only and must be approved by the university President. The *Leave of Absence* will not automatically be renewed at the end of a quarter, a student will need to reapply for an absence each quarter. **A student may not take more than four quarters on *Leave of Absence* throughout the duration of his or her enrollment in the program.** Absence through a quarter without formal application and permission, or exceeding four quarters, will result in the student’s being dis-enrolled. Written notice is required if a student chooses to discontinue the course or program.

A lapse of one month in any of the activities identified above will prompt contact by the University to determine if the student requires assistance or has decided to discontinue the program. If the student requires assistance, it will be provided. If the student has decided to discontinue the program, this will be duly noted in the student’s file and the student will be “dis-enrolled” and receive a pro-rated refund of fees, if applicable, in concert with the established enrollment agreement.

POLICY ON STUDENT FAILURE & ACADEMIC DISMISSAL

ACADEMIC STANDING & SATISFACTORY PROGRESS

A student's academic standing depends on several factors, including grades. A student that is to be considered in good academic standing must receive passing grades in all enrolled in courses and maintain at a minimum cumulative 2.0 ("C") GPA. Unsatisfactory progress is exhibited by a pattern of several "incomplete" courses or dropped courses in any one quarter. Students who do not maintain satisfactory progress will be referred to the Dean of Programs and may be placed on academic probation or be subject to academic disqualification.

POLICY ON ACADEMIC DISHONESTY & PLAGIARISM

All work submitted by a student must represent the student's original endeavor. When outside sources are used as references, the student should identify the source to make clear the extent to which the source has been used. The University considers plagiarism and falsification of documents a serious matter that will result in appropriate sanctions including loss of full or partial credit for the work, suspension for a specific period of time, or expulsion from the program. Please refer to pages 21-22 of the **Student Handbook** for more information.

HONESTY POLICY

It is assumed that students will complete all course assignments and graduation requirements in an honest and forthright way doing their own work for each class. It is also assumed that students will do separate written work for each course. Students who wish to use similar material for different courses must first obtain explicit permission from their instructors. Should students be found to plagiarize, misrepresent the source of their work, steal, borrow and/or collaborate in a dishonest way with others in completing such work, they will receive a failing grade for that assignment and automatically be placed on academic probation pending a formal review by the Dean for your Degree program. The Dean has the authority to take appropriate disciplinary action.

INCOMPLETE

Students are permitted to have no more than **three** "Incomplete" grades at any one time. The instructor's approval must be obtained to receive an incomplete in a course. All "incompletes" taken in excess of three per academic year will automatically turn to an "F" grade. Incomplete courses must be retaken the next time they are made available, usually the following academic year. Failure to make up the incomplete course in this time period will result in a failing grade (F) being recorded on the student's transcript (the student will still need to retake the course). If the student's GPA falls below 2.0, the student will automatically be placed on academic probation or academic disqualification status. It is highly recommended that incompletes be taken only under very serious extenuating circumstances.

ACADEMIC PROBATION & ACADEMIC DISQUALIFICATION

Students are placed on probation upon failure to achieve or maintain a cumulative grade point average of 2.0. Students also may be placed on academic probation if work is not forthcoming in accord with the course timetable or for failure to follow the Honesty Policy of UPR. After being notified of probationary status, it is recommended that the student contact the Dean of Undergraduate Studies for advisement. Probationary status is removed when the cumulative GPA is raised to at least a 2.0 and/or when the honesty or work completion issues are resolved.

A student may not be on academic probation for more than one quarter. If the probation status is not removed within one enrollment quarter, the student is placed on academic disqualification status.

ACADEMIC DISQUALIFICATION

There are four circumstances under which students could be placed on disqualification status:

1. Students who have *two quarters* with a cumulative GPA below 2.0 (less than C average) will automatically be placed on academic disqualification.
2. Students who do not make satisfactory progress during the six-month remedial work period of their clinical probation may be placed on academic disqualification status. Students in this situation have the opportunity to make a written and/or oral presentation to show cause for remaining in the program.
3. Students who engage in unethical or illegal behavior. The student may have their probation extended or may be placed on academic disqualification if the Dean of Programs substantiates evidence of such behavior.
4. If a student does not pass the required examination after three attempts, they shall be placed on academic disqualification.

When any of these situations occur, the Registrar will notify the student of his/her status. Academic disqualification bars further registration in any course pending a review by the Dean of Programs.

If a student wishes to appeal a decision he/she may do so by following the section entitled “Appeals Procedure” in the **Student Handbook**.

REINSTATEMENT

Students who have been placed on academic disqualification and who are either reinstated by the Dean of Undergraduate Studies or the President or are readmitted the following year, must maintain an average of “C” or above in subsequent course work and an overall 2.0 GPA before being considered eligible for a degree.

STUDENT SERVICES

Student service facilities are available through the primary administrative structure at 3910 Los Feliz Blvd., in Los Angeles. Assistance in the form of tutorial and learning assessment assistance is provided by University faculty in concert with the academic program in which the student is enrolled. This service and assistance includes all activity required to assist the student in skill development and academic subject-area mastery (this may incur additional fees).

Student services exist to aid the processes of admission, enrollment, registration, course scheduling, and support staff in the administrative location handles payment of fees. UPR provides no career planning services. UPR Administration can be contacted Monday-Friday, 9am to 4pm (PST):

Phone - 323.663.2167

E-mail - admin@uprs.edu or registrar@uprs.edu

MAINTENANCE OF RECORDS DOCUMENTING STUDENT ACADEMIC PROGRESS

UPR records, required by the Reform Act, are kept at the administrative location of 3910 Los Feliz Boulevard, Los Angeles, CA 90027. The Registrar, who oversees all admissions functions, is responsible for ascertaining that school records maintenance, storage, security and management are in compliance with the Reform Act, the Buckley Amendment and Board policy, procedures, rules and regulations. The following documents are maintained for each enrolled student:

- Written records and transcripts used in the admission decision, student profile information;
- Documents relating to payment and tuition history;
- Records of all enrollments and evidence of academic progress;
- Student transcripts;
- Copies of student work products.

Currently UPR stores student progress records on computer disks, making records accessible through electronic retrieval. All hard copy records are maintained in fire-retardant storage cabinets. All student records, historical and contemporary, are readily available.

The retention period for all records required by the Reform Act is a minimum of five (5) years, with transcripts of record retained for fifty (50) years.

STUDENT RECORDS & RELEASE OF INFORMATION

All students attending UPR shall have the right to review their academic records, including grades, attendance, and advising. The Student Services staff supervises records and school officials for purposes of recording grades, attendance, afford access, and advising, as well as determining tuition and eligibility.

In the course of the student's application, enrollment and attendance, this school has compiled a number of important records concerning the student, including grades, payment records, attendance records, disciplinary records, and employment records.

UPR will not release any student information unless the university first receives the student's permission in writing, or is required to give the information under State or Federal laws. However, it is considered that certain information does not violate the student's rights of privacy and, therefore, the college is permitted to routinely release this information, unless the student specifically asks the college, in writing, not to release it. At UPR, the category of general information is considered to be name, address, date and place of birth, program of study, participation in recognized activities, dates of attendance, certificates or degrees obtained, and the last institution attended.

Records Custodian for the University:

John Chase

3910 Los Feliz Blvd., Los Angeles, CA 90027

Phone: 323.663.2167 ext. 117

Fax: 323.663.9443

PROGRESS REPORTS

Student grades and attendance can be accessed in the Education office using the student identification number or Social Security Number (SSN). UPR maintains permanent records of grades and attendance located at the primary administrative location in Los Angeles, CA. Transcripts are also made available to students who request them from the Education Department. Graduates, or students with an incomplete program, can request a transcript by writing to the University. Transcripts are recorded with the following definitions:

Letter—(A, B, C, F, etc.) Defines **Grade Point Value** (4.0 to 0.0)

Credit—Course qualifies for grade-level recognition of course completion.

Non-Credit—Course does not qualify for credit toward completion (*i.e., Audit*).

Incomplete—Credit students who have not completed all the required course assignments will be given a grade of Incomplete and must retake the course.

ACADEMIC POLICIES AND PRACTICES

ACADEMIC FREEDOM

The University of Philosophical Research, in order to create an environment and an atmosphere most conducive to excellent teaching, and to provide students with the most appropriate learning conditions, adopts the following policy for Academic Freedom:

Academic Freedom includes the protection of the opportunity for the teacher to teach, and for the teacher and the student to study, without coercion, censorship, or other forms of restrictive interference. Academic freedom encourages the flow of ideas with the recognition that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law and UPR's policies and curricular objectives.

Instructors as citizens, members of a learned profession, and representatives of University of Philosophical Research shall be free from censorship and discipline when speaking or writing. However, the special position of instructors imposes special obligations. Instructors, as representatives of UPR should be accurate, objective, exercise appropriate restraint, encourage a spirit of initial respect for the opinion of others, and ensure the relevancy of subject matter to their instructional areas.

FACULTY RESPONSIBILITIES

The University of Philosophical Research has developed an institutional policy for faculty participation in the development of curricula, academic planning, and the enforcement of academic quality. Board policy requires that University of Philosophical Research faculty shall participate in matters of educational policy, including requirements for admission of students, the continuance of students in academic programs, matters of academic dishonesty and the award of earned degrees, under such policies and procedures as approved by the Board.

The faculty has responsibility to set, supervise, and enforce the standards of academic quality that are both necessary and sufficient to maintain the integrity of a University of Philosophical Research degree.

The faculty and the administration shall have collective responsibility for academic planning and for carrying out the mission of the institution, for maintaining the focus of the institutional purpose, and for the accomplishment of institutional academic standards.

Consistent with Board policy, University of Philosophical Research faculty play a significant role in the curriculum and course development process, including requirements that qualify a student for program completion. All curricular matters are reviewed by the *Advisory Committee of the University of Philosophical Research*, the committee that makes recommendations on these matters to the President and Chief Academic Officer.

FACULTY EVALUATION

UPR Faculty is evaluated from a number of perspectives and processes. At the end of each Quarter, UPR students are required to complete the *Course and Faculty Survey* (<http://uprs.edu/survey/>) in which they evaluate both the course instructor and course content. At the end of each academic year (the completion of the Winter Quarter), a full review is performed by first an extensive analysis of the survey data by the UPR Academic Council.

In addition, twice a year (in the Spring and Fall of each academic year), faculty members are required to complete the *Faculty Survey* (<http://uprs.edu/facultysurvey/>) in which they have the opportunity to evaluate their experience teaching at UPR. This allows UPR to further improve their course format and make any changes in the Administrative Department. Yearly survey reports and other performance criteria are reviewed by the Academic Council.

CURRICULUM REVIEW

UPR's Academic Council meets annually to discuss student, staff and faculty performance and institutional goals and requirements. At this time, they also discuss course curricula, based on student surveys, faculty surveys and Academic Council members' feedback on the current state and requirements of each course. Faculty members whose course curricula need updating are contacted and asked to make needed changes and provide updated materials to keep all courses adequately up to date.

POLICIES ON STUDENT RIGHTS AND PRIVACY

CHANGE OF STATUS

Students are requested to notify the Registrar when a change of status occurs, that is: change of address, E-mail address, phone number, access to library resources, or any other change that may have an impact upon completion of the student's education.

APPEALS

Students who wish to appeal any disciplinary or academic action taken by UPR can appeal in writing to the Dean of Undergraduate Studies; who will direct appeals to an Appeals Advisory Committee, which is made up of a least two senior UPR administrators and faculty. All supporting documentation must be attached to the appeal. The complaint or appeal will be routed to the appropriate administration department and a committee may be assembled to review the complaint or appeal, which will be returned in writing no later than 30 days after the University of Philosophical Research receives it.

There should not be any problems that cannot be resolved through close cooperation between students, faculty, and staff administrators. Any student who feels a complaint or appeal has not been addressed satisfactorily may appeal in writing any decision of the Committee directly to the President of the University. The President's decision will be in writing, and will be final.

STUDENT PRIVACY POLICY

As stated on page 35 of the **Academic Catalog** under **Student Records and Release of Information**, UPR will not release any information about students to outside individuals unless the college first receives the student's permission in writing. However, general "directory" information, such as the name, address, date and place of birth, program of study, participation in recognized activities, dates of attendance, certificates or degrees obtained, and the last institution attended may be released as requested by the State or Federal laws for audit or research.

It is of the utmost importance that student information be protected and disclosed only through direct authorization. As such, UPR's student database is kept safeguarded with a high security password only known to select University Administrators and the University Registrar.

UPR clearly defines its students' rights to privacy, confidentiality and protection of their identity. UPR's ability to release financial/billing information and other confidential records is prohibited by **Family Educational Rights and Privacy**

Act (FERPA). Additionally, UPR follows and stays up to date with all additional precautions and concerns held by the U.S. Department of Education in the matters of Safeguarding Student Privacy. To access the FERPA Guide for Students, please visit the U.S. Department of Education Website.

UPR's ability to release a student's financial/billing and/or otherwise confidential information to anyone other than the student is severely limited by FERPA. If a student wishes to release any of their private records held at the university, they must complete a **Waiver of Privacy Rights form** that can be requested from UPR's Administration Office, 3910 Los Feliz Blvd. Los Angeles, CA 90027.

NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT

UPR does not discriminate on the basis of race, color, national origin, religion, sex, handicap, or age in any of its policies, procedures, or practices; nor does UPR discriminate against any employee or students because they are disabled veterans or veterans of the Vietnam era, or because of their medical condition, their ancestry, or their marital status; nor does UPR discriminate on the basis of citizenship, within the limits imposed by law or UPR policy; nor does UPR discriminate on the basis of sexual orientation. This non-discrimination policy covers admissions, access, and treatment in the institute educational programs and activities, and applications for and treatment in UPR educational programs and activities, and application for and treatment in UPR employment. UPR is an Affirmative Action/Equal Opportunity employer.

HONESTY POLICY

It is assumed that students will complete all course assignments and graduation requirements in an honest and forthright way doing their own work for each class. It is also assumed that students will do separate written work for each course. Students who wish to use similar material for different courses must first obtain explicit permission from their instructors. Should students be found to plagiarize, misrepresent the source of their work, steal, borrow and/or collaborate in a dishonest way with others in completing such work, they will receive a failing grade for that assignment and automatically be placed on academic probation pending a formal review by the Dean for your Degree program. The Dean has the authority to take appropriate disciplinary action.

HARASSMENT & PERSONAL GRIEVANCES

UPR is committed to maintaining a safe, productive environment for all members of the academic community, students and faculty. Therefore, personal as well as academic grievances need to be dealt with and, where possible, remedied.

Harassment can take many forms, including sexual harassment or assault. Each of us in the academic community must be sensitive to the feelings of others and must not act in a way that might be considered harassment by someone else. A few examples of prohibited harassment or assault are (but not limited to):

- **Verbal** (racial, sexual, or ethnic jokes or insults).
- **Physical** (sexually suggestive or unwelcome touching, or obscene gestures).
- **Visual** (insulting cartoon, sexually suggestive or lewd pictures or photographs.)

Sexual harassment may consist of unwelcome sexual advances; deprecating sexual remarks; references to women as “honey”, “doll”, “dear”; or an environment demeaning to either women or men.

If you think that you or one of your fellow students has been the victim of harassment or assault, you should report the incident and the names of the persons to the Dean of Programs immediately. The incident will be investigated. Your cooperation is crucial for us to maintain a safe comfortable academic environment. There will be no retaliation against you for making a complaint of sexual harassment.

If you are afraid to report harassment to the Dean of Programs, you are urged to speak to an administrator whom you trust. You may follow the same procedure for submitting your grievance as above.

ADMINISTRATIVE & GOVERNING STRUCTURE

BOARD OF DIRECTORS

Obadiah Harris, Ph.D.
Walter Hansell, Esq.,
James Callahan, M.A.

ADMINISTRATION

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Gregory Willis, M.A., *Chief Financial Officer*
Timothy Shaughnessey, Ph.D., *Director of Assessment*
Keka Chakraborty, M.S., *Director of Software Services*
Debashish Banerji, Ph.D., *Dean of Academic Affairs*
John Chase, B.A., *Registrar*
Michelle Kim, B.A., *Events & Publicity Manager*

ACADEMIC COUNCIL

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Debashish Banerji, Ph.D., *Dean of Academic Affairs*
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Jeffrey Mishlove, Ph.D., *Dean, Transformational Psychology*
Christian de Quincey, Ph.D., *Dean, Consciousness Studies*
Michele Papen Daniel, Ph.D., *Senior Faculty Member*

ADVISORY COMMITTEE

Christopher Chapple, Ph.D., *Professor of Indic and Comparative Theology,
Loyola Marymount University, Los Angeles, CA*
Stephen Little, Ph.D., *Curator, Chinese and Korean Art, LA County
Museum of Art, Los Angeles*
John Pillsbury, B.A., *Financial Consultant, Conejo Valley, CA*

STUDENT SERVICES

Debashish Banerji, Ph.D., *Dean of Academic Affairs*
John Chase, B.A., *Registrar*
Michelle Kim, B.A., *Academic Coordinator*
Cathy Willis, M.L.S., *Librarian*

ACADEMIC CALENDAR

REGISTRATION DEADLINES

Registration deadlines for new and returning students are **two weeks** prior to start of term, as noted in the calendar below. Payment of tuition for the upcoming quarter is due prior to the start of class, and prior to the student's course materials being shipped. Final deadline for tuition payment is the Friday before start of term (as noted below).

2015 ACADEMIC YEAR

FIRST QUARTER (SPRING) - April 27, 2015 to July 5, 2015

Spring Registration Deadline: April 13, 2015

SECOND QUARTER (SUMMER) - July 27, 2015 to October 4, 2015

Summer Registration Deadline: July 15, 2015

THIRD QUARTER (FALL) - October 26, 2015 to January 3, 2016

Fall Registration Deadline: October 12, 2015

FOURTH QUARTER (WINTER) - January 25, 2016 to April 3, 2016

Winter Registration Deadline: January 11, 2016

2016 ACADEMIC YEAR

FIRST QUARTER (SPRING) - April 25, 2016 to July 3, 2016

Spring Registration Deadline: April 11, 2016

SECOND QUARTER (SUMMER) - July 25, 2016 to October 2, 2016

Summer Registration Deadline: July 11, 2016

THIRD QUARTER (FALL) - October 24, 2016 to January 1, 2017

Fall Registration Deadline: October 10, 2016

FOURTH QUARTER (WINTER) - January 23, 2017 to April 2, 2017

Winter Registration Deadline: January 9, 2017

HOLIDAY SCHEDULE 2015/2016

New Year's Day (January 1)

Memorial Day (May 25)

Independence Day (July 4)

Thanksgiving Day (November 26)

Christmas (December 25)



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THE UNIVERSITY OF PHILOSOPHICAL RESEARCH
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THE UNIVERSITY OF PHILOSOPHICAL RESEARCH

ACADEMIC CATALOG

2015-2016

GRADUATE STUDIES

CONSCIOUSNESS STUDIES/
TRANSFORMATIONAL PSYCHOLOGY

GRADUATE ACADEMIC CATALOG 2015-2016

*CONSCIOUSNESS STUDIES/
TRANSFORMATIONAL PSYCHOLOGY*

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fax | 323.663.9443

REVISIONS TO THE ACADEMIC CATALOG

The University reserves the right to make any changes in the curriculum, procedures, policies, location, schedule of classes, and tuition published in this edition of the Academic Catalog. All students, both those currently enrolled as well as those newly enrolled will be subject to the curriculum requirements of the new catalog as well as any increase in tuition. New laws and regulations are reflected in policies in annual catalog revisions.

THE UNIVERSITY OF PHILOSOPHICAL RESEARCH

GRADUATE ACADEMIC CATALOG

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“He who knows others is learned;
He who knows himself is wise.”
Lao-tzu 6th Century BC

“Know thyself”
Thales 635 BC - 543 BC

“Wherever we go, whatever we do, self
is the sole subject we study and learn.”
Ralph Waldo Emerson 1803 - 1882

OUR HERITAGE

The ancient wisdom traditions teach that the visible world is but a reflection of higher, non-material principles. These principles are based on laws of mental and spiritual unity, harmony and balance. The *wisdom approach* holds that the aim of education is the study of these inner realities of experience.

The knowledge of the wisdom traditions is available to human consciousness, not merely as mental understanding but as the basis of the innermost self. By reintegrating this tradition, UPR encourages its students to formulate more integral and transformative ways of thinking and living to proceed towards a progressive unfoldment in the manifest world.

THE MISSION OF UPR

The mission of the University of Philosophical Research is to be an institution of higher education and research in the lineage of the great wisdom schools of the past, dedicated to the pursuit of self-knowledge and its application to all fields of life.

INSTITUTIONAL LEARNING OUTCOMES

STUDENT ACQUISITION OF:

- Information representative of the world's wisdom traditions in philosophy and culture
- Theoretical tools in philosophy, psychology, religion and culture leading to self-understanding, global understanding and transformation
- Skills of comprehension, analysis, criticism and synthesis for academic application in scholarship and research
- Skills of oral and written communication for conveying the results of scholarship and research

ABOUT UPR

Since 2001, the University of Philosophical Research has been providing graduate-level degree programs for a global community of students in *Consciousness Studies* and *Transformational Psychology*. The tradition out of which UPR grows is shaped by such seminal thinkers as Pythagoras, Plato, Socrates, Manly P. Hall, Sri Aurobindo, Lao Tzu and all the philosophers of history who perceived an intelligible world with progressive, dynamic and emergent properties of consciousness.

Towards this end, UPR has developed its graduate programs. Presented through distance learning curricula by a faculty of gifted teachers, courses offered at UPR encompass a tremendous breadth of philosophy, culture and history. With new classes being added to the curriculum yearly, UPR seeks to continuously expand, evolve and cultivate synthesis and integration.

UPR's emphasis is not solely upon objective acquisition of information, as important as it is, but upon active participation in the process of learning, leading towards truly integrated knowledge. It is in conscious participation that understanding and meaning emerge and can be translated into wisdom.

Many institutions of higher learning today are focused upon the acquisition of information directed toward "making a living," disregarding the individual's impetus to expand, grow and evolve. Aware of this breach in contemporary education, the University of Philosophical Research aims towards "making a life," or becoming more fully human, and "making a world," to provide the inner tools necessary to consciously shape the future.

DEAC APPROVAL & CONTACT INFORMATION

The University of Philosophical Research is accredited by The Distance Education Accrediting Commission (DEAC). The Accrediting Commission is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation.

The DEAC defines, maintains, and promotes educational excellence in distance education institutions, reviewing an institution's mission and objectives; student services; qualifications of administrators, faculty and staff; educational program objectives, curricula and materials; admission practices, and financial responsibility.



The Distance Education Accrediting Commission is a non-profit [501 c 6] educational association located at: 1601 18th Street, N.W., Suite 2, Washington, D.C. 20009 Tel: 202-234-5100

FILING COMPLAINTS WITH DEAC:

DEAC has an online complaint system that may be accessed from the “Contact Us” section on their website (<http://www.deac.org/>). Those who feel that the institution, its courses, services, conduct, or personnel are not in compliance with DEAC’s standards or policies may use this system to lodge a complaint.

LEGAL CONTROL:

UPR operates under a governing structure using a Board of Directors. The Board is responsible for directing the institution toward the achievement of its stated mission and the pursuance of established institutional standards.

The Board of Directors exercises ultimate institutional authority over all academic and institutional functions and holds ultimate legal control over the institution. While the Board of Directors is not responsible for the day-to-day decisions of the institution, it does decide all major policies and issues affecting the educational aspects of the institution. The Board of Directors is also responsible for the selection and the evaluation of the institution’s President.

INSTITUTIONAL ETHICS:

INCLUSIVENESS - UPR looks to include wisdom from its every source and to make it accessible to all who value it.

NON-ADVOCACY - UPR is not partisan nor does it endorse any one particular tradition or personality.

FREEDOM - UPR considers the quiet urging of each heart and the contemplations of each mind to be the proper personal guide in the process of self-discovery. Each person is urged to freely compare and reference the natural knowing of their own heart and mind with the finest expressions of humanity’s deepest insights. We expect that this educational process will create an internal resonance with those insights which will best lead each person on his or her unique path of learning and discovery.

A COMMUNITY OF DISCOVERY - UPR aims to foster an educational community characterized by stimulating and good-spirited interaction. UPR stresses tolerance of other points of view and hopes to impart a general love and respect for the wisdom traditions that have emerged from diverse cultures. UPR believes that this “love of wisdom” should be extended to the growing body of scientific knowledge that students need to pursue and integrate into the ever evolving understanding of the nature of reality.

LIBRARY AND CAMPUS RESOURCES

UPR'S PHYSICAL FACILITIES

The University of Philosophical Research's administrative structure is located in Los Angeles, California at 3910 Los Feliz Boulevard, near the historic Griffith Park. The facilities include a primary reception area, office space for administration and support staff, a Research Library (see below), a lecture room, and a 300-seat auditorium, with parking for staff and guests. Textbooks can be ordered or purchased from the Campus Bookstore located on the premises.

UPR'S RESEARCH LIBRARY

The result of many years of research, acquisition and preservation, UPR's Graduate Research Library, founded by Manly P. Hall, has become a pivotal collection of source materials and manuscripts relating to the deeper issues of human thinking. This collection has formed a universal philosophical library to serve thoughtful persons in the advancement of learning and wisdom. It has become a great institution and cultural center, dedicated to the ideal of a broad religious and philosophical viewpoint.

The University of Philosophical Research's Graduate Research Library has been assembled with great knowledge and discernment, book by book, for more than half a century. Its holdings now include twenty-five to thirty thousand items. The Library is especially rich in manuscripts and early printed works in their original editions.

The strength of a specialized library, and its rating among great library collections, lies in its manuscript department, and its collection of books prior to 1800 AD. Included in these areas, the Library has early works by Greek philosophers, early Biblical and ecclesiastical writers, Francis Bacon, Jacob Boehme, the modern Theosophists, and other highly important alchemical and astrological writings. In addition to rare early books and manuscripts, the Library has an extensive collection of modern scholarly literature and wisdom literature from throughout



the world. It is a synthesis of philosophy, religion and science. Represented in these fields are the spiritual systems and mythologies of the ancient Far East, Persia, Mesopotamia, Egypt, Greece, and Rome and their present-day descendents—Zoroastrianism, Hinduism, Jainism, Buddhism, Lamaism, Sikhism, Taoism, Shinto, Mayan and Aztec, Judaism, Christianity, Islam and Sufism. Among the other library categories are: Psychology, Metaphysics, Modern Philosophy, Comparative Religion, Freemasonry, Art and Architecture, Biography, Alternative Medicine.

Research support is available to students who may contact UPR's Librarian, who will duplicate and e-mail extracts of rare materials available in UPR's Library. The Campus Bookstore also provides search and acquisition support for students looking for copies of hard-to-find books as well as all books required and suggested by their professors. Students and faculty are also given electronic access to The Library and Information Resources Network, Inc. (LIRN).

Students are asked to provide details of other libraries in their area, particularly college libraries that are accessible to the general public and libraries of the municipal public system.



COURSE FORMAT AND DELIVERY

UPR's online courses are offered through a quarter based calendar. UPR's two Master of Arts degree programs both require 54 quarter credits for completion. There are 51 credits of required Course Work (3 credits per course, for a required total of 17 courses) and a 3-credit written Thesis/Student Comprehensive project. These programs does not lead to state licensure.

The University of Philosophical Research functions through a **distance learning** program. Each course is comprised of 10 one-hour (pre-recorded) lectures on video and audio, a selection of required textbooks, live telephone or skype conferences with each professor, as well as an online forum for mandatory course discussion among peers and professors. The distance delivered program course assessments may include midterm examinations, as well as two or more essays.

The **course lectures** are available online for streaming or download. Hard copies are sent to each student at the beginning of the Quarter along with their accompanying **Course Guide**, once UPR has received payment of tuition.

Recommendations for student success are included in the **Study Guide**, which details format requirements for assignments and instructions for using the online e-campus. Topical or assessment paper grades are returned within a 14-day time frame. The student receives all information concerning the refund process and rights for cancellation prior to the initiation of any coursework, with the enrollment agreement.

Documentation is retained on site for: *All dates of interaction with the student; assignments of faculty; faculty interaction and correspondence; academic progress and course/program completion.*

TECHNOLOGY REQUIREMENTS

UPR's degree programs are designed for online delivery and interaction. Hence, at a minimum, students and faculty members need to have regular access (3-4 hours per week) to reading, writing, uploading and downloading capabilities on computers or other devices connected to the Internet. UPR courses all contain audio and video lectures which can be seen and heard both online and offline on CD and DVD players. For students wishing to take full advantage of the non-local reach of the courses, audio and video players, stationary and/or portable, are recommended. UPR courses also contain a mandatory teleconference component, thus, students must have access to telephone lines. Moreover, some of the courses use web-based teleconferencing and videoconferencing systems, so access to Skype and a webcam are strongly advised.

MASTER OF ARTS IN CONSCIOUSNESS STUDIES (MCS)

The courses in the **Master of Arts in Consciousness Studies** program provide students with a solid foundational knowledge in the area of consciousness. We have chosen a faculty expert in science and spirituality as it relates to human consciousness to help the student walk the conceptual bridge between science and wisdom principles. To obtain a Master's Degree in Consciousness Studies, a student must complete 51 credits of coursework (17 courses) and a 3 credit thesis. Of the 17 courses, at least 13 must be from the area of philosophy (PHI) or religion (REL) and 4 electives from psychology (PSY)

MCS COURSE SCHEDULE:

FIRST QUARTER | SPRING

PHI 501 Wisdom of Classical Philosophy

PHI 511 Science & Spirituality

PHI 522 Emerson & American Idealism

REL 501 World Religions

REL 502 A New Myth of God: Religious Function of the Psyche

[choice of elective courses from PSY: PSY 501 Transformational Psychology; or PSY 502 Consciousness & Creative Communication; or PSY 511 Alchemy & Psychotherapy]

SECOND QUARTER | SUMMER

REL 511 Understanding the Bible

REL 512 The Wisdom of Islam

REL 523 Buddhism in the Modern World

[choice of elective courses from PSY: PSY 521 Spiritual Psychology; or PSY 523 Buddhist Psychology & Methods of Healing]

THIRD QUARTER | FALL

PHI 503 The Birth of Consciousness in Early Greek Thought

PHI 513 Mind in the Cosmos: The Evolution of Consciousness

PHI 514 Determinism, Reductionism and Final Causes in Physics

REL 522 Upanishads & Bhagavad Gita

[choice of elective courses from PSY: PSY 512 Mythic Stories in Depth Psychology; or PSY 531 Psi Research]

FOURTH QUARTER | WINTER

PHI 532 Conceptions and Experiences of the Afterlife

REL 513 Wisdom of the Kabbalah

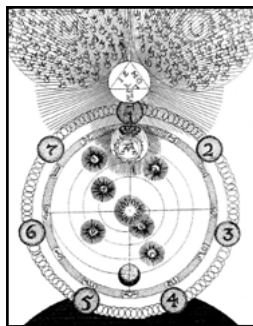
REL 521 The Language of the Gods

[choice of elective courses from PSY: PSY 506 Essentials of Mind/Body Medicine; or PSY 513 Dreams & the Quest for Meaning; or PSY 524 The Yoga of Integral Transformation; or PSY 532 Near-Death Experiences and Paranormal Phenomena]

PROGRAM LEARNING OUTCOMES: CONSCIOUSNESS STUDIES (MCS)

Upon successful completion of the program, students will be able to:

- Discuss, compare and contrast the models of cosmology as found in Eastern and Western spiritual and modern scientific and philosophical traditions
- Recognize religious experiences and analyze ideas in philosophical and academic terms
- Demonstrate understanding of principal theories of modern science and discuss their implications for consciousness
- Demonstrate the ability to comprehensively reference major texts of world wisdom and classical philosophy and:
 - i. Conduct comparative analyses and syntheses of their ideas;
 - ii. Apply and synthesize principles related to the nature of human consciousness and its transformation;
 - iii. Utilize principles related to world harmony and social transformation
- Demonstrate ability to apply the perspective of philosophical and wisdom traditions to everyday human problems and devise creative written and oral solutions.



MASTER OF ARTS IN TRANSFORMATIONAL PSYCHOLOGY (MTP)

The courses in the **Master of Arts in Transformational Psychology** program seek to integrate Western psychology and the deep understanding of the nature of personal human transformation as described in the world's great wisdom traditions. They provide the student with the basic principles necessary to develop an integral worldview in which personal insights and experiences are explored in a context of traditional and current self-awareness disciplines. To obtain a Master's Degree in Transformational Psychology, a student must complete 51 credits of coursework (17 courses) and a 3 credit thesis. Of the 17 courses, at least 13 must be from the area of psychology (PSY) and 4 electives from either philosophy (PHI) or religion (REL).

MTP COURSE SCHEDULE:

FIRST QUARTER | SPRING

PSY 501 Transformational Psychology: An Overview

PSY 502 Consciousness & Creative Communication

PSY 511 Alchemy & Psychotherapy

[choice of elective courses from PHI or REL: PHI 522 Emerson & American Idealism; or REL 501 World Religions; or REL 502 A New Myth of God]

SECOND QUARTER | SUMMER

PSY 521 Spiritual Psychology

PSY 523 Buddhist Psychology & Methods of Healing

PSY 524 Yoga of Integral Transformation

[choice of elective courses from PHI or REL: REL 511 Understanding the Bible; or REL 512 The Wisdom of Islam; or REL 523 Buddhism in the Modern World]

THIRD QUARTER | FALL

PSY 503 The Birth of Consciousness in Early Greek Thought

PSY 512 Mythic Stories in Depth Psychology

PSY 515 Tarot and Transformation

PSY 531 Psi Research

[choice of elective courses from PHI or REL: PHI 501 The Wisdom of Classical Philosophy; or PHI 503 The Birth of Consciousness in Early Greek Thought; or PHI 513 Mind in the Cosmos; or REL 522 Upanishads and Bhagavad Gita]

FOURTH QUARTER | WINTER

PSY 506 Essentials of Mind/Body Medicine

PSY 513 Dreams & the Quest for Meaning

PSY 532 Near-Death Experiences & Paranormal Phenomena

choice of elective courses from PHI or REL: PHI 532 Conceptions and Experiences of the Afterlife; or REL 513 Wisdom of the Kabbalah; or REL 521 The Language of the Gods]

PROGRAM LEARNING OUTCOMES: TRANSFORMATIONAL PSYCHOLOGY (MTP)

Upon successful completion of the program, students will be able to:

- Demonstrate understanding of the models of human personality and transformation as found in Eastern and Western spiritual traditions and modern transpersonal and transformative psychologies.
- Describe and analyze the depth psychological approach to religious experience
- Demonstrate understanding of the principles and theories of archetypal symbolism and transformation as found in mythological traditions, wisdom tales, dreams, divination systems, cultural symbols and alchemical practices
- Demonstrate understanding of traditional approaches and current research on paranormal possibilities and transcendence experiences
- Demonstrate ability to approach everyday human problems from the perspective of depth and transformative psychologies and to devise creative written and oral solutions



THE VIRTUAL CLASSROOM



Students will have access UPR's online campus—**<http://moodle.uprs.edu>**—built with *Moodle*, an Open Source software learning package (*"Moodle" stands for Modular Object-Oriented Dynamic Learning Environment*). Students may enter the site with their unique **User ID** and **Password** from the main login page.

On the Campus *front-page* each student will find a list of the courses they are enrolled in for that Quarter. Clicking on the title of the course will take the student to that course's

specific course page, which outlines assignments, phone conferences, quizzes and where students are expected to upload and turn in their papers. ***Assignment Blocks*** are placed within each week an assignment is due. There, students can turn in their finished papers as well as view details on the assignments. There is a ***Discussion Forum*** for each course (for dialogue with other students about the course material), and weekly breakdowns of all assignments (reading, written papers and course learning outcomes). By clicking on the ***Participants*** link in each course, students can view their classmates.

Students may listen to streaming audio/video files of each lecture, or download them as MP3s to their computer hard-drive. Moodle course pages will also have any additional handouts or materials that students might need for a particular course available for viewing and download. An ***Events Calendar*** will keep track of all upcoming assignments and highlight days when something requires attention.

COURSE DESCRIPTIONS - PHILOSOPHY (PHI)

CLASSICAL PHILOSOPHY

PHI 501 - THE WISDOM OF CLASSICAL PHILOSOPHY

Pierre Grimes, Ph.D.

This course is a survey of classical philosophy and the evolution of the concepts of consciousness in classical philosophy. The Pre-Socratic thinkers provide us with a glimpse into what Plato, Aristotle, Plotinus and Proclus developed into a system of thought of lasting beauty and profundity. **(3 credits)**



PHI 503 - THE BIRTH OF CONSCIOUSNESS IN EARLY GREEK THOUGHT

Richard G. Geldard, Ph.D.

During a period of history that the modern philosopher Eric Voegelin named *The Great Leap of Being*, a few thinkers on the fringes of the Greek world began to explore the nature of the cosmos and with it the nature of human being. These natural philosophers included Pythagoras, Heraclitus, Parmenides and Anaxagoras. These thinkers were the most important of those who began to write and think about the cosmos using a new language, rejecting the mytho-poetic language of Homer and Hesiod. An important addition to course material will be a consideration of the Eleusinian and Delphic Mysteries and their relation to a new vision of consciousness. **(3 credits)**



COSMOLOGY AND PHILOSOPHY OF SCIENCE

PHI 511 - SCIENCE AND SPIRITUALITY

Amit Goswami, Ph.D. *Administered by: Jaqueline Duvall, M.A.*

This course offers a history of the conflict between science and spiritual traditions and ways in which an interpretation between the traditions can be achieved. What caused the rift, the great divide between science and religion? Can science be done within the primacy of consciousness? Can we integrate scientific and spiritual cosmologies? Are there spiritual practices for inner growth that are scientific? This course will address these questions within the current developments of science. **(3 credits)**



PHI 513 - MIND IN THE COSMOS: THE EVOLUTION OF CONSCIOUSNESS

Christian de Quincey, Ph.D.

This course explores the major world paradigms that have attempted to account for the relationship between consciousness (spirit) and the physi-



cal world. Professor De Quincey will show the strengths and weaknesses of dualism, materialism, idealism, and panpsychism giving particular attention to how the dominant paradigm, or “story,” of mechanistic materialism has resulted in major crises in philosophy, in science, in ecology, in society, and in individuals. Having identified these problems, students of this course will look towards a possible solution—a “new story” beyond mechanistic materialism, where consciousness/spirit is a natural component of reality “all the way down.” (3 credits)

PHI 514 - DETERMINISM, REDUCTIONISM AND FINAL CAUSES IN PHYSICS

Marco Masi, Ph.D.

The conceptual foundation of physics went through several paradigm shifts since the time when Galileo and Newton introduced the empirical scientific method of modern science. For the first period, lasting three centuries, the largely accepted worldview was a strictly deterministic and perfectly predictable universe, with all its events evolving in an absolute space and time. With the advent of Einstein’s theory of relativity, our intuitive notions of space and time were shown to be no longer appropriate to describe physical reality. Planck’s pioneering work on black body radiation initiated the theory of quantum mechanics, leading to a crisis of determinism, casting doubts on the reductionist understanding of the universe. These conceptual developments will be addressed in this course with an eye, also, on how the philosophical speculations of science on the *final causes in nature* developed with these scientific revolutions. (3 credits)



SOCIAL AND CULTURAL PHILOSOPHY

PHI 522 - EMERSON & AMERICAN IDEALISM

Richard G. Geldard, Ph.D.

This course will explore the work and thought of American philosopher Ralph Waldo Emerson through the development of what came to be known as Transcendentalism. We will study how this philosophy developed from the Perennial Philosophy through European Idealism to become a unique expression of a vital philosophical vision. What today we call New England Transcendentalism was born in the town of Concord, Massachusetts in the 1830s, when its founder and leader, Ralph Waldo Emerson, wrote and anonymously published a brief (90 page) book entitled *Nature*. Intellectuals, including Harvard professors and Unitarian ministers, saw in the book an articulation of new ideas building on principles from the Perennial Philosophy, Neoplatonism and German Idealism. This course will explore the central ideas of Emerson’s vision in the light of its connection to European Idealism, panpsychism, and Neoplatonism. (3 credits)



SPIRITUAL PHILOSOPHY

PHI 531 - THE HERMETIC TRADITION

Richard G. Geldard, Ph.D.

The Corpus Hermeticum consists of fifteen tractates or texts and fragments collected into a coherent teaching during the first through third centuries CE. These rare and insightful dialogues combine spiritual, philosophic and religious themes from ancient Egyptian, early Christian and traditional Hebrew materials into a synchronous whole, with the added importance of expanding in great depth upon those traditions to answer difficult questions and offer new interpretations of familiar accounts. The Corpus came to us through Cosimo du Medici and his friend and scholar Marcilio Ficino, who in fifteenth century Florence translated the materials from the Greek into Latin. The legendary figure Hermes Trismetistus, or Thoth in Egyptian tradition, is the teacher of these great principles of the wisdom traditions. *(3 credits)*

PHI 532 - CONCEPTIONS & EXPERIENCES OF THE AFTERLIFE

James A. Santucci, Ph.D.

What happens when you die? Scholars and theologians throughout history have sought to answer this question. This course explores the “afterlife” as described by the major religious traditions (Judaism, Christianity, Islam, Hinduism and Buddhism), the Greek philosophers and religionists, the Eleusinian and Orphic Mystery schools, and the teachings of spiritualism and Theosophy. Questions about *heaven*, *hell*, and *purgatory* will be explored; as will some of the phenomena associated with the afterlife, such as reincarnation, resurrection, the survival of the disembodied soul, and intermediate post-mortem states as described by the TIBETAN BOOK OF THE DEAD, and the folklore surrounding vampires and zombies. The possible communication with the dead as detailed in spiritualism will be contrasted with the more scientific method of “cross-correspondence.” *(3 credits)*



COURSE DESCRIPTIONS - RELIGION (REL)

COMPARATIVE RELIGION AND MYTHOLOGY

REL 501 - WORLD RELIGIONS

Robert S. Ellwood, Ph.D. *Administered by James Santucci, Ph.D.*

This course offers a review of all the great spiritual traditions of the world. Buddhism, Christianity, Hinduism, Islam, Judaism, Taoism, and so forth, are introduced with emphasis on both Judeo-Christian and Eastern thought on consciousness. *(3 credits)*



REL 502 - A NEW MYTH OF GOD: THE RELIGIOUS FUNCTION OF THE PSYCHE

Lionel Corbett, MD

This course explores the Judeo-Christian myth at the core of the Western psyche for millennia. The image of God at the center of this myth is no longer alive for many people. Dr. Corbett articulates a New Myth, emerging from the heart of Jungian religious writing, involving our conscious relationship with personal experiences of the divine as mediated by transpersonal levels of the psyche. *(3 credits)*



ABRAHAMIC RELIGIONS

REL 511 - UNDERSTANDING THE BIBLE

Culver Nelson, D.D. *(administered by Obadiah Harris, Ph.D.)*

This course explores an alternative approach to the Bible's essential teachings in its spiritual, literary and poetic significance. It aims to understand how the Biblical words came to those who first heard them as well as how we understand them today. Before anyone asks "What does the Bible say?" one should first ask, "What did it say?" Until one puts on the sandals of a first century person and hears the biblical word as it was first announced, one may not fully grasp its meaning. *(3 credits)*



REL 512 - THE WISDOM OF ISLAM

Robert Frager, Ph.D.

This course examines Islam as one of the world's universal wisdom traditions. Students will look at Islam from the inside, guided by the instructor, who is a practicing Muslim and a Sufi teacher. The course will help students understand the deep appeal of the world's most controversial and also fastest growing religion. Topics covered will include the life of the Prophet, the Qur'an, the five pillars of Islam, Islamic history, major Muslim thinkers, the poet Rumi, other Sufi mystics, and developments in Islam today. *(3 credits)*



REL 513 - WISDOM OF THE KABBALAH

Daniel Matt, Ph.D. Administered by Ron Feldman, Ph.D.

This course focuses on the central teachings of Kabbalah, the Jewish mystical tradition that emerged in twelfth-century Provence and profoundly influenced European spirituality. We will explore the themes of *Ein Sof* (God as “Infinity”), *Ayin* (the divine “no-thing-ness”), *Shekhinah* (the feminine “presence” of God), and *Raising the Sparks* (discovering God in everyday life). **(3 credits)**

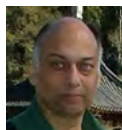


EASTERN RELIGIONS

REL 521 - THE LANGUAGE OF THE GODS

Debashish Banerji, Ph.D.

This course introduces the Sanskrit spiritual vocabulary of India, in a contextual form, relating terms and their psychological connotations to the spiritual subcultures of their origin. The aim of this course is to provide tools for relating transpersonal experiences and practices to established cultural disciplines, so as to facilitate a comparative and comprehensive perspective on trans-egoic process. **(3 credits)**



REL 522 - UPANISHADS AND BHAGAVAD GITA

Debashish Banerji, Ph.D.

This course is a review of the wisdom of the Upanishads, among the first works to expound the primacy of consciousness, and the essence of Hindu spirituality in the context of Gita—*The Song of God*. The Upanishads are unique treatises of consciousness. It is said that hearing them with understanding leads to liberation from ignorance. The major themes of the Upanishads will be examined with philosophy and integral realization in mind. **(3 credits)**

REL 523 - BUDDHISM IN THE MODERN WORLD

B. Alan Wallace, Ph.D.

In this modern age in which science and religion seem to be in such deep conflict, Buddhism appears as an integrated system that incorporates religious belief, philosophical analysis, and scientific inquiry. The foundation of the theory and practice of Buddhism focuses on the realities of suffering, its source, liberation and the path to liberation. This course will discuss the central themes of early Buddhism and its later developments in India and Tibet; these ancient teachings will be integrated with contemporary fields of knowledge, including psychology, physics and medicine. **(3 credits)**



COURSE DESCRIPTIONS - PSYCHOLOGY (PSY)

APPLIED PSYCHOLOGY AND COMMUNICATION

PSY 501 - TRANSFORMATIONAL PSYCHOLOGY: AN OVERVIEW

Jeffrey Mishlove, Ph.D.

This course offers an overview of multi-disciplinary approaches to human transformation. We discover the largest perspective in the world's mythologies and spiritual traditions. Another long-term and scientific perspective views human transformation in terms of biological evolution; as well as an examination of the social, historical and economic factors that have influenced human culture. The course will analyze methods of transformation, including a range of psychotherapeutic approaches, other professional approaches, spiritual disciplines and physical disciplines of the body. *(3 credits)*



PSY 502 - CONSCIOUSNESS AND CREATIVE COMMUNICATION

David E. Bresler, Ph.D.

This course examines the experiential basis of the psychology of interpersonal relationships. Study will explore types of inner communications in which we engage, the power of attention, levels of interactivity, imagery dialogue, inner communications, mood, our "inner critic" and how it can be countered creatively with the help of an "inner advisor." *(3 credits)*



PSY 506 - ESSENTIALS OF MIND-BODY MEDICINE

Martin L. Rossman, MD

This course begins with experiential data on mind-body healing in some detail, then expounds the essence of alternative healing practices such as acupuncture, ayurveda, homeopathy, and other spirit-mind centered therapies, and body centered therapies such as yoga. Can consciousness heal the body of disease as claimed in all spiritual traditions and as vindicated by the data? This question is discussed with the help of recent ideas of quantum healing and science within consciousness. Finally, it explores the subject of wellness and creativity of the body. *(3 credits)*



ARCHETYPE STUDIES

PSY 511 - ALCHEMY AND PSYCHOTHERAPY

Michele Papen Daniel

Alchemy was a natural science that represented an attempt to understand the material phenomena in nature. However, as C.G. Jung tells us, everything unknown and empty is filled with psychological projection; and what the alchemists saw, or thought they saw in matter, was chiefly the data of their own unconscious processes. Consequently, an understanding of alchemical processes and stages is a fertile source for



understanding and facilitating the experimental modes of the psychological transformation that Jung called individualization, that lies at the heart and soul of depth psychotherapy. This course will consider alchemical symbolism and images as they concretize these experiences of transformation in psychotherapy, including an examination of the mystery of the conjunctio as it unfolds in psychotherapy. *(3 credits)*

PSY 512 - MYTHIC STORIES IN DEPTH PSYCHOLOGY

Jonathan Young, Ph.D.

Mythic patterns in stories reflect a broad range of human concerns. The key is reading their psychological symbolism. The realms of magic, dream and fantasy, the familiar wisdom tales, connect us with dimensions beyond ordinary experience—and offer an illuminating vision to enlarge our sense of place and purpose. *(3 credits)*



PSY 513 - DREAMS AND THE QUEST FOR MEANING

Kelly Bulkeley, Ph.D.

Dr. Bulkeley will explore the vast and eternally mysterious realm of human dream experience, focusing on the profound influence of dreaming on the world's religious and spiritual traditions—for dreaming can truly be said to represent a primal wellspring of religious experience, insight and wisdom. Each of the first seven lectures concentrates on one particular tradition, describing the surprisingly sophisticated dream beliefs and practices of “pre-modern” peoples. The course highlights the revolutionary discoveries of the two great 20th Century dream psychologists, Sigmund Freud and C.G. Jung. And finally, recent findings regarding the neuropsychological functioning of the brain/mind system during sleep and dreaming; and the future of dream research, the prospects for a better understanding of the power of dreams to inspire creativity, heal illness, anticipate future possibilities, and promote spiritual development. *(3 credits)*



PSY 515 - TAROT AND TRANSFORMATION

Yolanda M. Robinson, Ph.D.

Our pursuit of knowledge stems from an archetypal need. This need, as reflected through the energies of mystery and magic that characterize our primordial traditions, gave form to our western way of thinking. This course introduces Tarot as a tool for personal transformation that incorporates a very complex and sophisticated system of knowledge hidden within image-concepts and pictorial insinuations. We will place Tarot within an historical perspective and we will explore some of the major currents that have helped define Tarot as we know it today, including shamanism, astrology, Gnosticism, magic, alchemy, Neoplatonism, Cabala and depth psychology. All these trends are part of the so-called Hermetic tradition. “*Arcanum*” means mystery and images are the language of the soul, and of our psyche. As we explore the major and minor arcana in Tarot, we will enter a cosmology that is intimately interwoven with the way that we perceive and interpret the world. Tarot accrues meanings and



layers of interpretation through time. It facilitates a deeper understanding of ourselves and of the numinous qualities of our existence. These lectures attempt to help the students discover deep mysteries hidden within each one of us, as we enter the mystical and mystifying world of images and symbols encrypted in the cards.

SPIRITUAL PSYCHOLOGY

PSY 521 - SPIRITUAL PSYCHOLOGY

Robert Frager, Ph.D.

This course examines the spiritual implications of major Western psychologies including those of Freud, Jung, Roberts, and Maslow. It also compares Western psychologies with the Eastern spiritual psychologies found in Yoga, Zen Buddhism, and Sufism. *(3 credits)*



PSY 523 - BUDDHIST PSYCHOLOGY AND METHODS OF HEALING

Vesna Wallace, Ph.D.

This course addresses the Indo-Tibetan Buddhist theories of the nature and functions of the mind and of the ways in which the mind and body interact and influence each other. It also addresses the ways in which these theories have influenced the Buddhist medical theories and practices and the manner in which the Buddhist contemplative and yoga practices have been influenced by Buddhist medical knowledge. This course will review the history and therapeutic role of Indo-Tibetan Buddhist psychology in particular and the history and soteriological role of Buddhist medicine in general. *(3 credits)*



PSY 524 - THE YOGA OF INTEGRAL TRANSFORMATION

Debashish Banerji, Ph.D.

In *THE LIFE DIVINE*, the modern Indian seer and yogi Sri Aurobindo diagnosed the human condition as one of “*Sevenfold Ignorance*.” In his own life and teaching, he developed the goals and techniques of experience and power by which this condition can be overcome. Adapting his own terminology this can be called “*Sevenfold Perfection*,” a psychology of integral transformation spelled out in a number of texts, principally his work on yoga (*THE SYNTHESIS OF YOGA*) and recently published diaries (*RECORD OF YOGA*). This course will draw out the features of the seven limbs of *self-perfection*, and the disciplines and attitudes necessary to their development. In this exploration a cross-cultural approach will be taken, introducing Sanskrit yoga terminology in context, with explanations and implications in terms of modern psychological theory



PARAPSYCHOLOGY

PSY 531 - PSI RESEARCH

Jeffrey Mishlove, Ph.D.

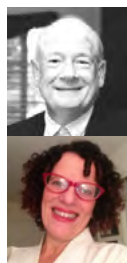
This course offers a survey of paranormal phenomena and theories. Synchronicity, distant viewing, clairvoyance, precognition, and survival of consciousness after death are discussed. The presentation will be based upon current scientific knowledge. **(3 credits)** and practice. **(3 credits)**



PSY 532 - NEAR-DEATH EXPERIENCES AND PARANORMAL PHENOMENA

Raymond A. Moody, Jr, MD, Ph.D. Administered by Lisa Smartt, M.A.

Course lectures bring to light critical weaknesses in three traditional perspectives on the paranormal: parapsychology, “skeptical” scientism, and fundamentalist demonology. The course will close with a prospectus for exciting future research that portends to shed light on the mystery of life after death. **(3 credits)**



THESIS

MCS/MTP 701 - THESIS: STUDENT COMPREHENSIVE

The Masters Thesis in *Consciousness Studies* or *Transformational Psychology* is meant to be a reflection of the student's ability to focus on a specific, circumscribed topic based on the UPR curriculum of their program of study, with creativity, critical thinking, and philosophical or psychological depth. Students are expected to work closely with their thesis advisors in formulating their particular topic and the methodology with which they will approach it. The thesis should be no less than 60 double-space pages or 12,500 words and no more than 120 double space pages or 25,000 words. Any exception must be approved by the President and the appropriate Dean.

Three instructors, approved by the Academic Committee, will serve on each Thesis committee. The thesis must be a work of Master's level academic substance that shows the student's ability to apply important principles drawn from their comprehension and command of the learning objectives of relevant courses from the degree program. The final work must be found by the committee to correctly support the student's thesis with adequate reference to the material central to the degree program. **(3 credits)**

SINGLE COURSES AND AUDIT:

The curriculum courses as listed above (*except for MCS/MTP 701 Thesis Course*) may be taken as an audit-student or purchased for independent study. Audit students would need to satisfy the prerequisites which include, minimally, a Bachelor's degree, and apply using an Audit Application. For audit fees and course material purchase costs see "*Fee Schedule*" on page 34. Contact with the instructor, other faculty or students for audit students are limited to the discretion of the instructor. (*see page 34-35 for cost and policy on audit courses*).

ADDITIONAL AUDIT COURSES

The following courses are available on an **Audit basis only** (i.e. No Credit, see page 35). Audit students will have no contact with faculty in these recordings:

THE WISDOM LOVERS: SPIRITUAL ORIGINS OF WESTERN THOUGHT

Raymond A. Moody, MD, Ph.D.

This course sets ancient philosophy against its spiritual and paranormal background: oracular prophecies, out-of-body experiences, shamanic journeys into the other world, and evoking the spirits of the deceased.

PHYSICS OF THE SOUL

Amit Goswami, Ph.D.

A new physics of the soul is presented, based on quantum physics and the primacy of consciousness, of survival and the immortality of the human spirit.

STORIES THAT TELL US WHO WE ARE: MYTH AND MEANING FOR TODAY

Robert S. Ellwood, Ph.D.

Some stories do not just entertain. They are tales that make us say, "*This is how the universe really works,*" or "*This is who I really am, ideally*"—and they become parts of us that will not let us go.

SELF-REGULATION: THE FOUNDATION OF HUMAN POTENTIAL

Judith Green, Ph.D. and Robert Shellenberger, Ph.D.

This course covers the principles and processes of self-regulation that underlie human potential for health and wellness.

SCIENCE, ECOLOGY, CONSCIOUSNESS AND CULTURAL TRANSFORMATION

Brian O'Leary, Ph.D.

This course offers an examination of contemporary environmental challenges, solutions, and what is keeping us from implementing them.

STAGES OF SPIRITUAL GROWTH

Obadiah Harris, Ph.D.

This course is about the different stages of spiritual growth from aspiration to illumination. It is based upon “*The Life Divine*”—the *magnum opus* of Sri Aurobindo, the great sage of modern India.

TRANSFORMATION AND HEALING THROUGH CREATIVE COMMUNICATION

Judith Simon Prager, Ph.D. and Harry Youtt, J.D.

In this course students will learn about the biology of belief—we are not what we think we are, but we are the product of what we think, the words and images shaping us beyond our conscious awareness.

OUTER AND INNER CREATIVITY

Janelle Barlow, Ph.D.

This course covers the theory and practice of creativity in outer accomplishments and inner transformation

YIJING: MODELS OF TRANSFORMATION

Stephen Karcher, Ph.D.

Students will examine how *Yijing* (*I Ching*) or the *Classic of Change*, the world’s oldest tradition of “wisdom divination,” provides models of the psyche’s healing powers and how we can access them.

THE MEDICINE WHEEL: A SHAMAN’S WAY OF KNOWING

Alberto Villoldo, Ph.D.

This course explores Shamanic Healing traditions with the WAY OF THE FOUR WINDS—SOUTH (*Serpent, the Wounded Healer*), WEST (*Jaguar, the Luminous Warrior*), NORTH (*Hummingbird, the Sage*), and EAST (*Condor, the Visionary*).



COURSE WORK

For the Master's degree, students need 51 quarter credits (17 courses) of coursework and 3 credits of thesis work. Of the 17 courses, at least 13 must be from the area of philosophy (PHI) or religion (REL) and 4 electives from psychology (PSY). Students may complete their 51 credits of coursework in as little as a year (4 quarters) by taking 4-5 courses per quarter. Students must finish their coursework within a maximum period of 3 years (12 quarters). This means they need to take 1-2 courses per quarter, with at least 2 courses per quarter for about 1/2 the time. Students must attend at least 3 quarters per calendar year to be considered as an enrolled student. *Please see page 38 for further details regarding **Academic Progress**.* Below are some sample four and eight Quarter curricula for both MCS and MTP degree programs:

SAMPLE CURRICULUM - FOUR QUARTERS CONSCIOUSNESS STUDIES (MCS)

SPRING PHI 522 Emerson & American Idealism
REL 501 World Religions;
REL 502 A New Myth of God;
PSY 511 Alchemy & Psychotherapy (elective)

Total Credits: 12

SUMMER REL 511 Understanding the Bible;
REL 512 The Wisdom of Islam;
REL 523 Buddhism in the Modern World;
PSY 521 Spiritual Psychology (elective)
PSY 523 Buddhist Psychology & Methods of
Healing (elective)

Total Credits: 15

FALL PHI 503 The Birth of Consciousness in Early Greek
Thought;
PHI 513 Mind in the Cosmos;
REL 522 Upanishads & Bhagavad Gita;
PSY 531 Psi Research (elective)

Total Credits: 12

WINTER PHI 532 Conceptions & Experiences of the
Afterlife;
REL 521 The Language of the Gods;
REL 513 Wisdom of the Kabbalah
PSY 513 Dreams & the Quest for Meaning
(elective)

Total Credits: 12

SAMPLE CURRICULUM - EIGHT QUARTERS CONSCIOUSNESS STUDIES (MCS)

YEAR ONE

SPRING PHI 522 Emerson & American Idealism
REL 502 A New Myth of God;
PSY 511 Alchemy & Psychotherapy (elective) *Total Credits: 9*

SUMMER REL 512 The Wisdom of Islam
PSY 521 Spiritual Psychology (elective) *Total Credits: 6*

FALL REL 522 Upanishads & Bhagavad Gita;
PHI 503 The Birth of Consciousness in Early Greek
Thought
PSY 503 Self Regulation; (elective) *Total Credits: 9*

WINTER REL 513 Wisdom of the Kabbalah
PSY 532 Near Death Experiences elective) *Total Credits: 6*

YEAR TWO

SPRING REL 501 World Religions; PHI 511 Science & Spirituality; PHI 501 Wisdom of Classical Philosophy *Total Credits: 9*

SUMMER REL 511 Understanding the Bible;
REL 523 Buddhism in the Modern World *Total Credits: 6*

FALL PHI 513 Mind in the Cosmos; PSY 512 Mythic
Stories in Depth Psychology (elective) *Total Credits: 6*

WINTER PHI 532 Conceptions & Experiences of the
Afterlife; REL 521 The Language of the Gods;
PSY 513 Dreams and the Quest for Meaning
elective) *Total Credits: 9*

SAMPLE CURRICULUM - FOUR QUARTERS

TRANSFORMATIONAL PSYCHOLOGY (MTP)

SPRING PSY 501 Transformational Psychology: An Overview; PSY 502 Consciousness and Creative Communication; PSY 511 Alchemy and Psychotherapy; PHI 522 Emerson & American Idealism (elective); REL 502 A New Myth of God (elective)

Total Credits: 15

SUMMER PSY 521 Spiritual Psychology;
PSY 523 Buddhist Psychology and Methods of Healing;
PSY 524 The Yoga of Integral Transformation;
REL 523 Buddhism in the Modern World (elective)
REL 512 The Wisdom of Islam (elective)

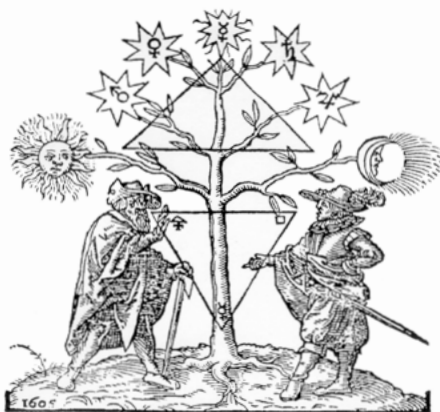
Total Credits: 15

FALL REL 522 Upanishads and Bhagavad Gita (elective)
PSY 512 Mythic Stories in Depth Psychology;
PSY 531 Psi Research;
PHI 503 The Birth of Consciousness in Early Greek Thought (elective)
PHI 513 Mind in the Cosmos (elective)

Total Credits: 15

WINTER PSY 506 Essentials of Mind/Body Medicine;
PSY 513 Dreams and the Quest for Meaning;
PSY 532 Near-Death Experiences & Paranormal Phenomena
REL 513 Wisdom of the Kabbalah (elective)

Total Credits: 12



SAMPLE CURRICULUM - EIGHT QUARTERS TRANSFORMATIONAL PSYCHOLOGY (MTP)

YEAR ONE

SPRING PSY 501 Transformational Psychology: An Overview;
PSY 511 Alchemy and Psychotherapy;
REL 502 A New Myth of God (elective) *Total Credits: 9*

SUMMER PSY 521 Spiritual Psychology
PSY 524 The Yoga of Integral Transformation *Total Credits: 6*

FALL PSY 531 Psi Research
REL 522 Upanishads & Bhagavad Gita (elective)
PHI 513 Mind in the Cosmos: The Evolution of Consciousness (elective) *Total Credits: 9*

WINTER PSY 513 Dreams and the Quest for Meaning;
REL 521 The Language of the Gods (elective) *Total Credits: 6*

YEAR TWO

SPRING PSY 502 Consciousness and Creative Communication;
PHI 511 A New Myth of God (elective) *Total Credits: 6*

SUMMER PSY 523 Buddhist Psychology and Methods of Healing;
REL 511 Understanding the Bible (elective)
REL 512 The Wisdom of Islam (elective) *Total Credits: 9*

FALL PSY 512 Mythic Stories in Depth Psychology;
PSY 503 Self-Regulation: Foundation of Human Potential *Total Credits: 6*

WINTER PSY 506 Essentials of Mind/Body Medicine;
PSY 532 Near-Death Experiences & Paranormal Phenomena *Total Credits: 9*

FACULTY CREDENTIALS

OBADIAH S. HARRIS, PH.D.

University President

Ph.D., Education, University of Michigan
MA, Education, Arizona State University
BA, Education and Philosophy, Arizona
State University

DEBASHISH BANERJI, PH.D.

Dean of Academic Affairs

Ph.D., Indian Art History, UCLA
MSc, Computer Science, University
of Louisville

JEFFREY MISHLOVE, PH.D.

Program Dean, Transformational Psychology

Ph.D., Parapsychology, UC Berkeley
MCrim, Criminology, UC Berkeley
BS, Psychology, University of Wisconsin

CHRISTIAN DE QUINCEY, PH.D.

Program Dean, Consciousness Studies

Ph.D., Philosophy & Religion, California
Institute of Integral Studies
MA, Interdisciplinary Consciousness Studies,
JFK University

JUSTIN AYRES, PH.D.

Ph.D., Depth Psychology, Pacifica Graduate
Institute; M.A., Counseling Psychology.

DAVID E. BRESLER, PH.D.

Ph.D., Psychology, UCLA
MA, Psychology, Bryn Mawr
BA, Biology, Brandeis

KELLY BULKELEY, PH.D.

Ph.D., Religion & Psychological Studies,
University of Chicago Divinity School
MTS, Theology, Harvard Divinity School

LIONEL CORBETT, M.D.

MD, University of Manchester, England
Diplomate in Psychological Medicine
Jungian Analyst, C.G. Jung Institute
of Chicago

MICHELE PAPEN DANIEL, PH.D.

Ph.D., Social and Philosophical Foundation of
Education, Arizona State University

ROBERT ELLWOOD, PH.D.

Ph.D., University of Chicago Divinity School
MDiv, Yale Divinity School

RON FELDMAN, PH.D.

Ph.D., Jewish Studies, Graduate Theological Union

ROBERT FRAGER, PH.D.

Research Fellow, Keio University, Tokyo
Ph.D., Social Psychology, Harvard University

RICHARD G. GELDARD, PH.D.

Ph.D., Dramatic Literature and Classics,
Stanford University

AMIT GOSWAMI, PH.D.

Ph.D., Physics, University of Calcutta
MCS, Physics, University of Calcutta

PIERRE GRIMES, PH.D.

Ph.D., Philosophy, University of the Pacific
MA, Comparative Philosophy, University of
the Pacific

MARJORIE R. LISTER, PH.D.

Ph.D., Politics, University of York
MSc (Econ.), International Relations, London
School of Economics and Political Science

MASI G. MARCO, PH.D.

Ph.D., Physics, University of Trento, Italy
MS, Physics, University of Padua, Italy

DANIEL MATT, PH.D.

Ph.D., Theology, Brandeis University

RAYMOND A. MOODY, JR., M.D., PH.D.

MD, Medical College of Georgia
Ph.D., Philosophy, University of Virginia

CULVER H. NELSON, D. DIV.

Doctor Humane Letters, Univ. of Redlands
D. Div, Doane College
D. Div, Pacific School of Religion

MARTIN L. ROSSMAN, M.D.

MD, University of Michigan
BA, Pre-Med, University of Michigan

YOLANDA ROBINSON, PH.D.

Ph.D., Literature & Linguistics, UCLA

JAMES A. SANTUCCI, PH.D.

Ph.D., Asian Civilizations, Australian
National University

B. ALAN WALLACE, PH.D.
Ph.D., Religious Studies, Stanford University
MA, Religious Studies, Stanford University

VESNA A. WALLACE, PH.D.
Ph.D., South Asian Studies, UC Berkeley
MA, Asian Languages, University of
Washington. B.A., Department of Indology,
University of Zagreb

JONATHAN YOUNG, PH.D.
Ph.D., Clinical Psychology, United States
International University, San Diego

FULL TIME FACULTY:

OBADIAH S. HARRIS

DEBASHISH BANERJI

JEFFREY MISHLOVE

CHRISTIAN DE QUINCEY

RICHARD GELDARD

(All others are part-time adjuncts)

'MENTOR' CONTACT:

Ongoing contact with students is maintained by a faculty mentor who is also professor of the course. In addition, UPR administration is always available at our Los Angeles headquarters via E-mail, phone or fax. Each teacher/mentor is responsible for course evaluations and for academic guidance and counsel throughout the student's course of study.



TABLE OF REQUIRED TEXTBOOKS

CLASS	BOOK TITLE	AUTHOR	ISBN	COST
PHILOSOPHY				
PHI 501	Early Greek Philosophy	Barnes, Jonathan (tr)	0140448152	\$14.00
PHI 501	The Great Dialogues of Plato	Rouse, W.D.	0451527453	\$6.95
PHI 503	<i>Pre-Socratics Course Reading Material (PDF download)</i>	Geldard, et al	-	included
PHI 511	The Mystic Heart: <i>Discovering Universal Spirituality in the World's Religions</i>	Teasdale, Wayne	157791140X	\$16.95
PHI 511	The Visionary Window	Goswami, Amit	083560845X	\$21.95
PHI 513	Deep Spirit: Cracking the Noetic Code	de Quincey, Christian	9780615215570	\$19.95
PHI 513	Radical Knowing: <i>Understanding Consciousness Through Relationships</i>	de Quincey, Christian	1594770794	\$18.95
PHI 513	Radical Nature: <i>Rediscovering the Soul of Matter</i>	de Quincey, Christian	1931229155	\$19.95
PHI 521	The Art of War (Shambhala, Thomas Cleary tr.)	Sun Tzu	1590302257	\$7.99
PHI 521	Classics of Moral and Political Theory (4th ed.)	Morgan, Michael (ed)	0872207765	\$38.95
PHI 521	Covering Islam: <i>How the Media & Experts Determine How We See the Rest of the World</i>	Said, Edward	0679758909	\$14.95
PHI 521	A Vindication of the Rights of Woman	Wollstonecraft, Mary	0143037501	\$8.95
PHI 522	Emerson and the Dream of America	Geldard, Richard G.	9781936012466	\$16.95
PHI 522	<i>Nature & Other Essays, Course Reading Material (PDF)</i>	Emerson, R. W.	-	included
PHI 532	Death and Afterlife: <i>Perspectives on World Religions</i>	Obayashi, Hiroshi	0275941043	\$35.00
RELIGION				
REL 501	Many Peoples, Many Faiths (8th ed.)	Ellwood, Robert	0131178075	\$82.00
REL 501	The Power of Religion: <i>A Comparative Introduction</i>	Porterfield, Amanda	0195093291	\$33.00
REL 502	The Creation of Consciousness: <i>Jung's Myth for Modern Man</i>	Edinger, Edward	0919123139	\$16.00
REL 502	The Idea of the Holy (2nd ed.)	Otto, Rudolph	0195002105	\$19.95
REL 502	Psyche and the Sacred: <i>Spirituality Beyond Religion</i>	Corbett, Lionel	1882670345	\$23.95
REL 511	Reading the Bible Again for the First Time	Borg, Marcus	0060609192	\$14.95
REL 512	Heart, Self & Soul: <i>The Sufi Psychology of Growth, Balance, & Harmony</i>	Frager, Robert	083560778X	\$18.95
REL 512	Sufi Talks: <i>Teachings of an American Sufi Sheikh</i>	Frager, Robert	97808935608930	\$19.95
REL 512	The Vision of Islam	Murata & Chittick	1557785163	\$18.95
REL 513	The Essential Kabbalah: <i>The Heart of Jewish Mysticism</i>	Matt, Daniel	0062511637	\$14.95
REL 513	Fundamentals of Jewish Mysticism and Kabbalah	Feldman, Ron	1580910491	\$12.95
REL 521	Indian Religions: <i>A Historical Reader of Spiritual Expression & Experience</i>	Heehs, Peter	0814736505	\$25.00
REL 521	The Language of the Gods	Tyberg, Judith	0930736001	\$16.00
REL 522	Bhagavad-Gita and Its Message	Anilbaran Roy (ed)	0941524787	\$15.00
REL 522	Kena & Other Upanishads (Upanishads II)	Sri Aurobindo	8170587484	\$12.95
REL 522	The Philosophy of the Upanishads	Sri Aurobindo	8170583624	\$2.95
REL 523	Buddhism With an Attitude: <i>The Tibetan Seven-Point Mind-Training</i>	Wallace, B. Alan	1559392002	\$16.95
REL 523	Destructive Emotions: <i>A Scientific Dialogue with the Dalai Lama</i>	Goleman, Daniel	0553381059	\$17.00
REL 523	Tibetan Buddhism From the Ground Up	Wallace, B. Alan	0861710754	\$15.95

CLASS	BOOK TITLE	AUTHOR	ISBN	COST
PSYCHOLOGY				
PSY 501	<i>The Life We Are Given: A Long-Term Program for Realizing the Potential of Body, Mind, Heart and Soul</i>	Leonard & Murphy	0874777925	\$16.95
PSY 501	<i>A Passion for the Possible: A Guide to Realizing Your True Potential</i>	Houston, Jean	0062515322	\$12.95
PSY 501	<i>The Psychology of the Future: Lessons From Modern Consciousness Research</i>	Grof, Stanislov	0791446220	\$27.95
PSY 502	<i>Free Yourself From Pain</i>	Bresler, David	1929295006	\$19.95
PSY 502	<i>Men, Women & Relationships</i>	Gray, John	0060507861	\$13.95
PSY 506	<i>Guided Imagery for Self-Healing</i>	Rossmann, Martin	091581188X	\$14.95
PSY 506	<i>Rituals of Healing: Using Imagery for Health & Wellness</i>	Achterbert & Dossey	0553373471	\$19.00
PSY 511	<i>Anatomy of the Psyche: Alchemical Symbolism in Psychotherapy</i>	Edinger, Edward	0812690095	\$34.00
PSY 511	<i>Mystery of the Coniunctio: Alchemical Image of Individuation</i>	Edinger, Edward	0919123678	\$18.00
PSY 512	<i>Myth: A Handbook</i>	Doty, William	9780871354374	\$19.95
PSY 512	<i>The Mythic Imagination</i>	Larsen, Stephen	092815744	\$16.95
PSY 512	<i>SAGA: Best New Writings on Mythology, Vol. 1</i>	Young, Jonathan (ed)	1883991137	\$15.95
PSY 513	<i>Dreaming Beyond Death</i>	Bulkeley, Kelly	0807077151	\$14.00
PSY 513	<i>Dreams: A Reader on the Religious, Cultural and Psychological Dimension of Dreaming</i>	Bulkeley, Kelly (ed)	0312293348	\$35.00
PSY 513	<i>An Introduction to the Psychology of Dreaming</i>	Bulkeley, Kelly	0275958906	\$29.95
PSY 513	<i>Swamplands of the Soul</i>	Hollis, James	0919123740	\$18.00
PSY 521	<i>Personality and Personal Growth (6th ed.)</i>	Frager & Fadiman	0131444514	\$113.35
PSY 521	<i>Will and Spirit</i>	May, Gerald	0062505823	\$22.00
PSY 523	<i>Healing From the Source: The Science & Lore of Tibetan Medicine</i>	Donden, Yeshi	1559391480	\$16.95
PSY 523	<i>The Healing Power of the Mind</i>	Tulku Thondup	1570623309	\$18.95
PSY 524	<i>Seven Quartets of Becoming: A Transformative Yoga Psychology Based on the Diaries of Sri Aurobindo</i>	Banerji, Debashish	9788124606230	\$36.00
PSY 524	<i>The Mother</i>	Sri Aurobindo	8170584841	\$3.95
PSY 524	<i>Record of Yoga: Vol. 1 & II</i>	Sri Aurobindo	817058605X 8170586526	included
PSY 524	<i>The Synthesis of Yoga</i>	Sri Aurobindo	087944017X	included
PSY 531	<i>The Conscious Universe: The Scientific Truth of Psychic Phenomena</i>	Radin, Dean	0062515020	\$25.00
PSY 531	<i>The Roots of Consciousness</i>	Mishlove, Jeffrey	1569247471	included

Costs reflect current (as of this printing) publisher suggested retail prices, and are subject to change without prior notice.
 Required textbooks for courses are subject to change without notice, please see Course Guides for most current list.

ADMISSIONS PROCEDURES

OPEN ENROLLMENT

The University of Philosophical Research has an “open enrollment” policy: students may enter the program at the beginning of any calendar Term. Their schedule of courses will begin with the first Quarter they enter the program and continue from there. No one course is a prerequisite for any other at UPR. *(For example, students enrolling in the Fall term might start with REL 521, etc.)*

ADMISSION REQUIREMENTS

Every applicant must:

- Have an earned **Bachelor's degree** with a **minimum GPA of 3.0** from a college or university accredited by an accrediting association recognized by the United States Department of Education. If the degree was completed in another country, documentation that the institution offers degree programs equivalent to those approved by the U.S. Department of Education must be provided.
- English is the language of instruction at UPR. Students who are not first-language English proficient must verify English proficiency in the form of a TOEFL test with a **minimum score of 530** *(see page 32)*.
- Must provide assurance of access to e-mail, internet and a personal computer *(web-based e-mail and access through public computers is acceptable)*.
- Must provide assurance of access to college-level library resources or electronic equivalent for the period required for completion of the degree program.
- Must provide assurance of serious interest in the graduate program of choice and in the ability to meet the academic demands of scholarship required for this program.
- Any exception to this stated policy is made only by the Chief Academic Officer with documentation of degree equivalency maintained with the student's file.
- Must have acquired at least 9 undergraduate credits in any of the fields of: *Philosophy, Psychology, Mythology, Religion, Culture Studies, Cosmology of Science*, or be able to demonstrate equivalent learning.
- Must be able to demonstrate undergraduate preparation for conducting and writing academic research.
- Completion of UPR graduate programs requires the ability to read, view images and videos, listen to audio materials, type responses on a computer, and think clearly and logically. Applicants with disabilities limiting their ability to read, listen, or type should consult with a member of the administration to evaluate their ability to successfully fulfill the requirements of a distance learning curriculum.

APPLICATION CHECKLIST ✓

Every applicant must provide the following materials:

- A current photograph and a copy of current photo identification, such as: US driver's license, or photo page of passport.
- Current resume, or curriculum vitae (c.v.).
- Completed Application for Enrollment form, with chosen degree and start date marked. (*Forms are available upon request or can be downloaded from www.uprs.edu*).
- Official transcripts from their undergraduate degree issuing institution, either sent directly by the institution, or sealed transcripts enclosed with application. (*Photocopies, faxes, or other facsimiles will **not** be accepted*)
- Transcripts must include at least 9 undergraduate credits in any of the following fields: Philosophy, Psychology, Mythology, Religion, Culture Studies, Cosmology of Science. If transcripts do not include said credits, include evidence of equivalent learning.
- Two letters of recommendation to be sent directly by the recommenders. (*Forms are available upon request or can be downloaded from www.uprs.edu*)
- Sample of scholarly written work of 2500-5000 words, by the applicant, enclosed with application. (*This piece of writing should relate to the student's scholarly interest in any of the related fields of philosophy, psychology, culture studies, or cosmology of science, demonstrating undergraduate preparation to conduct and write academic research.*)
- Autobiographical essay enclosed with application.
- Statement of educational and professional goals for personal development enclosed with application.
- Current resume, or curriculum vitae, with a current photograph enclosed with application.
- Application Fee of \$75. (*Check or Money order in US currency, payable to: University of Philosophical Research*)
- International students, where English is not a first language: *minimum TOEFL score of 530 must be submitted* (<http://www.ets.org/toefl>)

All accompanying documents should be typed, double spaced and mailed with a signed **Application for Enrollment** (applicants may submit appropriately formatted documents via e-mail only with advanced permission from the Registrar). If you have questions regarding Admissions requirements or policies, contact the Registrar at registrar@uprs.edu (or by phone at 323.663.2167).

HOUSING & OUT OF COUNTRY STUDENTS

UPR is a *non-resident* school, and does not provide housing for students, neither does it provide any visa services—all courses are through *distance learning*. All instruction at the University of Philosophical Research is in the English language, and no ESL accommodations are provided.

ACCEPTABLE TOEFL SCORES

International students who are not first-language English proficient, or those having a degree from a university where English was not the primary language of instruction, are required to pass the **Test of English Foreign Language** (TOEFL) with a **minimum score of 530** on the examination (for test registration and testing locations in your country use the following URL: <http://www.ets.org/toefl>).

TRANSFER OF CREDITS

The University of Philosophical Research does not allow for the transfer of credits to be applied to either of its Master of Arts programs. Credits you earn in our Masters of Arts programs may or may not be transferable to any other college or university, such issues must be resolved by the college or university in question. This is the case with all institutions of higher education. In addition, if you earn a degree, diploma or certificate in our Masters of Arts programs, it also may or may not serve as a basis for obtaining a higher level degree at another college or university. UPR does not allow academic credit for standardized tests.

ID VERIFICATION:

Students are required to file photographic identification through a state issued identification card, driver's license or nationally issued passport, at the time of applying for admission. Student identification is verified either through physical presence, using video-conferencing or through a remote proctoring procedure utilizing office bearers, as explained in the section on Qualifying and Comprehensive exams.

FEE SCHEDULE AND TUITION POLICY

Fees for the Master of Arts in Consciousness Studies or the Master of Arts in Transformational Psychology are as follows (in US dollars), applicable to Degree students, Single Course students, and Audit students. All students, regardless of status must complete enrollment forms and supply the application fee:

FEES:

<i>Application Fee:</i>	\$75
<i>Graduation Fee:</i>	\$100
<i>Tuition - Single Course (for 3 Credits):</i>	\$540* (\$180/credit)
<i>Tuition - Single Course (for Audit):</i>	\$299
<i>Returned Check Fee:</i>	\$75
<i>Transcript Fee:</i>	\$10
<i>Late Tuition Payment:</i>	\$20
TOTAL TUITION (INCL. THESIS FEE):	\$9,895**

Single Course* tuition includes all recorded materials, course guides, printed course supplements and shipping charges. *International* and *expedited* shipping will incur an additional charge. **Textbooks are not included in the tuition.

***Total Tuition* includes the *Application Fee*, *Thesis Fee* and *Graduation Fee*.

UPR reserves the right to change tuition and fees without prior notice.

TEXTBOOKS

Required textbooks may be purchased by the student through various retail sources and the Internet, or through **UPR's Campus Bookstore** (by phone at 1.800.548.4062 or e-mail at admin@uprs.edu). Shipping charges are not included for books. Please see the itemized book list on page 30-31 for details of required textbooks and costs. Textbooks, whether purchased through UPR, or through outside vendors, are not returnable to UPR. *(Please note, prices are subject to change, and reflect the most current suggested retail price as of this printing of the Catalog.)*

PAYMENT OF FEES

Tuition may be paid in full at the time of registration. However, students are enrolled in courses on a quarter-by-quarter basis and the "Single Course Tuition" for each course must be paid before the start of Term, and before the student receives any course materials. Students should make arrangements to satisfy tuition and fees through the Registrar. Students may pay their fees by check, credit card (VISA or MasterCard), money order; or pay online with a credit card or debit card at www.uprs.edu (on the navigation bar, click "Store" and select "Pay Tuition Online." All checks and money orders should be made payable to "**University of Philosophical Research**" for the exact amount of the charges.

The University regularly contacts students regarding tuition, however it is the student's responsibility to be aware of outstanding account balances and pay them promptly, or to make arrangements for scheduled credit card billing.

POLICY ON AUDIT OF COURSES

Students may petition the Registrar for approval to audit a course. Courses which have been audited will be recorded with a grade of "AU" and will **not** earn the student any credit toward a degree (even if they should choose to enroll *for credit* at a later time). Students auditing a course are considered passive participants and will not be held responsible for course assignments. Audit students will be required to pay a tuition charge of \$299 for each audited course.

FINANCIAL AID

At the present time UPR does not participate in any government funded student loan programs. Even though this institution is qualified and fully eligible to participate in Federal Title IV student aid (FSA) programs, such as federal loans and Pell grants, we have chosen not to participate for the following reason:

As a small-scale, specialized university, the amount of administrative tasks required for Federal aid would unduly increase our tuition rates. We are committed to providing affordable tuition rates for our students, without burdening them or the nation with intangible debt.

Overall, UPR chooses to keep costs low and quality high, and to help those with limited means by being flexible about the pace a student may engage in the program. This approach allows our students to take on coursework as they are able to graduate with debt-free degrees.

However, since UPR is a nationally accredited university, we encourage our students to apply for scholarships and grants from private funding and granting agencies. It is advised that students apply their goals, do their own research and contact appropriate agencies and foundations.

CANCELLATION & REFUND INFORMATION

WITHDRAWAL AND REFUND POLICY

Students have the right to withdraw from a course of instruction at any time. If the student withdraws after midnight of the eighth business day after the first day they received their first lesson, the University will calculate the amount the student owes from the time of attendance according to the following formula:

The amount owed shall be determined on a pro-rata basis depending on how many clock or credit hours attended versus how many clock or credit hours paid for. UPR will keep a portion of the cancellation fee (not to exceed \$100). If the amount paid

is more than the amount owed for the time attended, a refund will be made within 30 days. If the amount owed is more than the amount already paid, the student will have to make arrangements for payment.

The withdrawal date for refund computation is the last date of attendance in class. The student is also deemed to have withdrawn for refund purposes, if the institution terminates enrollment as provided in the enrollment agreement.

A student who elects to withdraw from the program is entitled to a refund of tuition after the written cancellation notice is received. Refunds are made according to the following schedule as set forth for postsecondary schools by the California State Department of Education:

<i>to 10% of the course,</i>	<i>90% refund of paid tuition;</i>
<i>to 25% of the course,</i>	<i>75% refund of paid tuition;</i>
<i>to 33^{1/3}% of course,</i>	<i>66^{2/3}% refund of paid tuition;</i>
<i>to 50% of the course,</i>	<i>50% refund of paid tuition;</i>
<i>to 60% of the course,</i>	<i>40% refund of paid tuition.</i>

The effective date for determining a refund is the date the Office of Student Services receives the notification of cancellation. Refunds will be paid within 30 days of receipt of notification of cancellation and return of albums. *(For academic regulations on withdrawal, please refer to the Student Handbook.)*

STUDENT TUITION RECOVERY FUND

The *Student Tuition Recovery Fund* was established by the California State Legislature to protect any California resident who attends a private postsecondary institution from losing money. If you prepaid tuition and suffered a financial loss as a result of a school closing, failing to live up to its enrollment agreement or refusing to pay a court judgement.

To be eligible for STRF, you must be a “California resident” and reside in California at the time the enrollment agreement is signed or when you receive lessons at the California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a “California resident.”

To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the Bureau for Private Post-Secondary and Vocational Education that the school is closed. If you do not receive notice from the Bureau, you have four (4) years from the date of closure to file a STRF application. If a judgement has been obtained by you, a STRF application must be filed within two (2) years.

ACADEMIC PROGRESS

UPR's Master of Arts degrees require 54 credits for completion. There are 51 credits of required Course Work (3 credits per course, for a total of 17 courses) and a 3-credit written Thesis/Student Comprehensive. This program does not lead to state licensure.

COURSE WORK

Students may complete the 51 credits of Course Work in as little as one year (4 Quarters), with a minimum of 15 credits (5 courses) per Quarter. The maximum allowable course completion time is 4.5 years (18 Quarters). A *Continuation Fee* increase of 25% per course will apply to any course taken after this period, up to 2 additional Quarters (followed by dis-enrollment). Students must attend at least 3 quarters per calendar year to be considered as an enrolled student.

Each course contains lectures, outlined requirements with specific goals included in a written Course Guide, required and supplemental readings, and other creative assignments. Mid-terms and Final written assignments cover the lectures and required reading materials for the course. Written papers use the American Psychological Association (APA) Style Guide

Weekly studies include listening to audio recordings, required reading and recommended texts, participating in forum discussions and where indicated, in teleconferences. Students are expected to commit approximately 12 hours per week to the work of the course, inclusive of their participation in forum discussions and telephone conferences.

Students must remain in compliance with the University's policy concerning scholastic standing and grade point average, meaning that all course-work applied toward completion must be completed with a grade (i.e., not Incomplete). A cumulative GPA of less than B (3.0) does not qualify for graduation.

QUALIFYING ORAL EXAM

A proctored, qualifying oral exam will be administered by the appropriate Program Dean after the completion of 8 courses in the program. Drawing from a bank of questions related to the objectives of the courses taken, the Dean will ask the student to demonstrate verbally whether they have achieved the learning objectives of each course. The qualifying exam is designed to verify that students have achieved a command of the subject matter encompassed by the first eight courses they have undertaken and possess an ability to intelligently integrate and apply their learning to various topics of discussion. This exam is an essential measure of the student's ability to comfortably articulate, in their own words, the main student learning outcomes of their beginning courses as well as an ongoing means to gauge the level of education provided for the students.

A satisfactory qualifying exam score (at least B) is necessary for program continuation. Students are not allowed to take any further classes until they successfully pass their qualifying exam. Students are permitted to take *one* quarter off to study for the exam. Should a student require an additional quarter of preparation, they must pay a \$540 fee. If a student requires more than two quarters to complete their qualifying exam, they may become eligible for disenrollment from the university.

COMPREHENSIVE ORAL EXAM

Following completion of all required Course Work a student will participate in a proctored **Dean's Comprehensive Oral Exam**, by telephone or web conference, which is the final evaluation process to determine that course Learning Objectives have been met. Students will demonstrate that they are comfortable in articulating in their own words the main themes of the entire curriculum. Upon successful completion of the Comprehensive Oral Exam, students will be considered a ***Masters-Degree Candidate***. The proctoring process for this exam is outlined below in the section on Proctored Student Identification Process.

PROCTORED STUDENT IDENTIFICATION PROCESS

In order to comply with the DEAC requirement that the person who is awarded a degree from the institution is in fact the same person who enrolled in the program, students are strongly encouraged to find access to a webcam and internet connection in order to take the university's required proctored exams via skype. However, if the student is unable to gain access to a webcam and internet connection, the university has established the following protocol for "proctored" final oral exams. Our use of the term "proctor" is defined by this protocol. It is designed to provide us with confidence that the individual who takes our oral examination is, indeed, the registered student.

(a) Students, in their various locations around the world, are asked to select an individual of professional standing in their community with whom they are familiar who will serve as a proctor for the oral examination. This may be a librarian, government officer, officer of an University, notary public or other such officer mutually agreed upon by the student and the examining dean. The student sends (via email) a description of this individual to the dean, along with a telephone number. A time is set when the dean will telephone this proctor.

(b) At the set time, the Program Dean will telephone the office of the proctor. The proctor will be asked to verify his/her identity and also to verify that s/he knows the student in question and that the student is there in the office, at that moment, with the proctor. This conversation provides an independent verification of the student's identity.

(c) The student will then call back the dean for the exam to be conducted. The actual oral examination may, if convenient for the proctor, take place at

the same time and place as the telephone call referred to in (b). Or, once the student's identity has been verified, the student and the dean may agree to conduct the examination a short time later so as not to impose on the proctor's office time and telephone. In case the exam is held later, the dean will conduct a second level of identity checking by asking a few personal questions derived from student admission records.

THESIS AND DEGREE CANDIDACY

Students may begin their Candidacy immediately upon completion of the Course Work portion of the degree program. **They must begin the Candidacy program and Thesis work (thesis proposal approval and committee formation) within 3 months (one Quarter) of completion of the Oral Exam** (a *Continuation Fee* penalty rated at an additional 25% on a 3-credit charge will be applied for up to one additional quarter; followed by dis-enrollment). The student will be expected to complete their written Thesis.

The Masters Thesis in Consciousness Studies or Transformational Psychology is meant to be a reflection of the student's ability to focus on a specific, circumscribed topic based on the UPR curriculum of their program of study, with creativity, critical thinking, and philosophical or psychological depth. Students are expected to work closely with their thesis advisors in formulating their particular topic and the methodology with which they will approach it. The thesis should be no less than 60 double-space pages or 12,500 words and no more than 120 double space pages or 25,000 words. Any exception must be approved by the President and the appropriate Dean.

A student becomes a credentialed Graduate upon completion of an approved Thesis. In terms of fees, the Thesis is counted as a 3 credit course (rated at \$540) and if a 3 month extension is requested and granted there will be an additional \$540 Continuance Fee. With documentation of extenuating circumstances and approval by the Dean, the completion time for a student's Thesis may be extended up to three additional quarters, followed by dis-enrollment. If this happens, the student will need to pay \$1080 for each of these additional terms.

ACADEMIC PERFORMANCE

Grading at the University of Philosophical Research is accomplished by a faculty member using a combination of objective and subjective evaluation processes. These include student homework lessons, examinations, and research papers. Instructors rate student achievement on content, accuracy, and overall quality. A student’s mid-term and final exam will be graded and returned to the student within fourteen (14) working days of receipt of the material.

Grades will be issued to the students after the end of each course. All students have course-work evaluated and reported by the faculty using the following definitions:

97-100%	= A+	[GPA: 4.0]
93-96%	= A	[GPA: 3.7]
90-92%	= A-	[GPA: 3.5]
87-89%	= B+	[GPA: 3.3]
83-86%	= B	[GPA: 3.0]
80-82%	= B-	[GPA: 2.7]
0 - 79%	= F	[GPA: 0]

STUDENT ATTENDANCE, LEAVE OF ABSENCE & DISCONTINUATION

Being a student at UPR is a process of accumulated learning and requires continuous attention. For this reason, it is necessary for students to maintain continuity and regularity in course enrollment and completion from quarter to quarter through the period of the program. However, UPR also recognizes the fact that students may go through extenuating circumstances, such as financial or health or work responsibility issues that make it very difficult to attend school at certain times. In such eventualities, the student may apply for a Leave of Absence using the appropriate **Leave of Absence Form** (available upon request from the Registrar).

Students must attend at least 3 quarters per calendar year to be considered as an enrolled student. The *Leave of Absence* applies for one quarter only and must be approved by the university President. The *Leave of Absence* will not automatically be renewed at the end of a quarter, a student will need to reapply for an absence each quarter. **A student may not take more than four quarters on *Leave of Absence* throughout the duration of his or her enrollment in the program.** Absence through a quarter without formal application and permission, or exceeding four quarters, will result in the student’s being dis-enrolled. Written notice is required if a student chooses to discontinue the course or program.

A lapse of one month in any of the activities identified above will prompt contact by the University to determine if the student requires assistance or has decided to discontinue the program. If the student requires assistance, it will be provided. If the student has decided to discontinue the program, this will be duly noted in the student’s file and the student will be “dis-enrolled” and receive a pro-rated refund of fees, if applicable, in concert with the established enrollment agreement.

POLICY ON STUDENT FAILURE & ACADEMIC DISMISSAL

ACADEMIC STANDING & SATISFACTORY PROGRESS

A graduate student's academic standing depends on several factors, including grades. A graduate student that is to be considered in good academic standing must receive passing grades in all enrolled in courses and maintain at a minimum cumulative 3.0 ("B") GPA. Unsatisfactory progress is exhibited by a pattern of several "incomplete" courses or dropped courses in any one quarter. Students who do not maintain satisfactory progress will be referred to the Dean of Programs and may be placed on academic probation or be subject to academic disqualification.

POLICY ON ACADEMIC DISHONESTY & PLAGIARISM

All work submitted by a student must represent the student's original endeavor. When outside sources are used as references, the student should identify the source to make clear the extent to which the source has been used. The University considers plagiarism and falsification of documents a serious matter that will result in appropriate sanctions including loss of full or partial credit for the work, suspension for a specific period of time, or expulsion from the program.

INCOMPLETE

Students are permitted to have no more than **three** "Incomplete" grades at any one time. The instructor's approval must be obtained to receive an incomplete in a course. All "incompletes" taken in excess of three per academic year will automatically turn to an "F" grade. Incomplete courses must be retaken the next time they are made available, usually the following academic year. Failure to make up the incomplete course in this time period will result in a failing grade (F) being recorded on the student's transcript (the student will still need to retake the course). If the student's GPA falls below 3.0, the student will automatically be placed on academic probation or academic disqualification status. It is highly recommended that incompletes be taken only under very serious extenuating circumstances.

ACADEMIC PROBATION & ACADEMIC DISQUALIFICATION

Students are placed on probation upon failure to achieve or maintain a cumulative grade point average of 3.0. Students also may be placed on academic probation if work is not forth coming in accord with the course timetable or for failure to follow the Honesty Policy of UPR. After being notified of probationary status, it is recommended that the student contact the Dean of Programs for advisement. Probationary status is removed when the cumulative GPA is raised to at least a 3.0 and/or when the honesty or work completion issues are resolved.

A student may not be on academic probation for more than one quarter. If the probation status is not removed within one enrollment quarter, the student is placed on academic disqualification status.

ACADEMIC DISQUALIFICATION

There are four circumstances under which students could be placed on disqualification status:

1. Students who have *two quarters* with a cumulative GPA below 3.0 (less than B average) will automatically be placed on academic disqualification.
2. Students who do not make satisfactory progress during the six-month remedial work period of their clinical probation may be placed on academic disqualification status. Students in this situation have the opportunity to make a written and/or oral presentation to show cause for remaining in the program.
3. Students who engage in unethical or illegal behavior. The student may have their probation extended or may be placed on academic disqualification if the Dean of Programs substantiates evidence of such behavior.
4. If a student does not pass the required examination after three attempts, they shall be placed on academic disqualification.

When any of these situations occur, the Registrar will notify the student of his/her status. Academic disqualification bars further registration in any course pending a review by the Dean of Programs.

If a student wishes to appeal a decision he/she may do so by following the section entitled “Appeals Procedure” in the **Student Handbook**.

REINSTATEMENT

Students who have been placed on academic disqualification and who are either reinstated by the Dean of Programs or the President or are readmitted the following year, must maintain an average of “B” or above in subsequent course work and an overall 3.0 GPA before being considered eligible for a degree.

STUDENT SERVICES

Student service facilities are available through the primary administrative structure at 3910 Los Feliz Blvd., in Los Angeles. Assistance in the form of tutorial and learning assessment assistance is provided by University faculty in concert with the academic program in which the student is enrolled. This service and assistance includes all activity required to assist the student in skill development and academic subject-area mastery (this may incur additional fees).

Student services exist to aid the processes of admission, enrollment, registration, course scheduling, and support staff in the administrative location handles payment of fees. UPR provides no career planning services.

UPR Administration can be contacted Monday-Friday, 9am to 4pm (PST):

Phone - 323.663.2167

E-mail - admin@uprs.edu or registrar@uprs.edu

MAINTENANCE OF STUDENT RECORDS

UPR records, required by the Reform Act, are kept at the administrative location of 3910 Los Feliz Boulevard, Los Angeles, CA 90027. The Registrar, who oversees all admissions functions, is responsible for ascertaining that school records maintenance, storage, security and management are in compliance with the Reform Act, the Buckley Amendment and Board policy, procedures, rules and regulations. The following documents are maintained for each enrolled student:

- Written records and transcripts used in the admission decision, student profile information;
- Documents relating to payment and tuition history;
- Records of all enrollments and evidence of academic progress;
- Student transcripts;
- Copies of student work products.

Currently UPR stores student progress records on computer disks, making records accessible through electronic retrieval. All hard copy records are maintained in fire-retardant storage cabinets. All student records, historical and contemporary, are readily available.

The retention period for all records required by the Reform Act is a minimum of five (5) years, with transcripts of record retained for fifty (50) years.

STUDENT RECORDS & RELEASE OF INFORMATION

All students attending UPR shall have the right to review their academic records, including grades, attendance, and advising. The Student Services staff supervises records and school officials for purposes of recording grades, attendance, afford access, and advising, as well as determining tuition and eligibility.

In the course of the student's application, enrollment and attendance, this school has compiled a number of important records concerning the student, including grades, payment records, attendance records, disciplinary records, and employment records.

Generally, UPR will not release any information about students to outside individuals unless the college first receives the student's permission in writing, or is required to give the information under State or Federal laws or to auditors, researchers, etc. However, it is considered that certain information does not violate the student's rights of privacy and, therefore, the university is permitted to routinely release this information, unless the student specifically asks UPR in writing, not to release it. At this institution, general information is considered to be name, address, date and place of birth, program of study, participation in recognized activities, dates of attendance, certificates or degrees obtained, and the last institution attended. Records Custodian for the University of Philosophical Research can be reached at the following address or telephone:

John Chase

3910 Los Feliz Blvd., Los Angeles, CA 90027

Phone: 323.663.2167 ext. 117

Fax: 323.663.9443

PROGRESS REPORTS

Student grades and attendance can be accessed in the Education office using the student identification number or Social Security Number (SSN). UPR maintains permanent records of grades and attendance located at the primary administrative location in Los Angeles, CA. Transcripts are also made available to students who request them from the Education Department. Graduates, or students with an incomplete program, can request a transcript by writing to the University. Transcripts are recorded with the following definitions:

Letter—(A, B, F, etc.) Defines **Grade Point Value** (0.0 to 4.0)

Credit—Course qualifies for grade-level recognition of course completion.

Non-Credit—Course does not qualify for credit toward completion (*i.e., Audit*).

Incomplete—Credit students who have not completed all the required course assignments will be given a grade of Incomplete and must retake the course.

POLICIES ON STUDENT RIGHTS AND PRIVACY

CHANGE OF STATUS

Students are requested to notify the Registrar when a change of status occurs, that is: change of address, E-mail address, phone number, access to library resources, or any other change that may have an impact upon completion of the student's education.

APPEALS

Students who wish to appeal any disciplinary or academic action taken by UPR can appeal in writing to the Program Dean; who will direct appeals to an Appeals Advisory Committee, which is made up of a least two senior UPR administrators and faculty. All supporting documentation must be attached to the appeal. The complaint or appeal will be routed to the appropriate administration department and a committee may be assembled to review the complaint or appeal, which will be returned in writing no later than 30 days after the University of Philosophical Research receives it.

There should not be any problems that cannot be resolved through close cooperation between students, faculty, and staff administrators. Any student who feels a complaint or appeal has not been addressed satisfactorily may appeal in writing any decision of the Committee directly to the President of the University. The President's decision will be in writing, and will be final.

ACADEMIC FREEDOM

The University of Philosophical Research, in order to create an environment and an atmosphere most conducive to excellent teaching, and to provide students with the most appropriate learning conditions, adopts the following policy for Academic Freedom:

Academic Freedom includes the protection of the opportunity for the teacher to teach, and for the teacher and the student to study, without coercion, censorship, or other forms of restrictive interference. Academic freedom encourages the flow of ideas with the recognition that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law and UPR's policies and curricular objectives.

Instructors as citizens, members of a learned profession, and representatives of University of Philosophical Research shall be free from censorship and discipline when speaking or writing. However, the special position of instructors imposes special obligations. Instructors, as representatives of UPR should be accurate, objective, exercise appropriate restraint, encourage a spirit of initial respect for the opinion of others, and ensure the relevancy of subject matter to their instructional areas.

FACULTY RESPONSIBILITIES

University of Philosophical Research has developed an institutional policy for faculty participation in the development of curricula, academic planning, and

the enforcement of academic quality. Board policy requires that University of Philosophical Research faculty shall participate in matters of educational policy, including requirements for admission of students, the continuance of students in academic programs, matters of academic dishonesty and the award of earned degrees, under such policies and procedures as approved by the Board.

The faculty has responsibility to set, supervise, and enforce the standards of academic quality that are both necessary and sufficient to maintain the integrity of a University of Philosophical Research degree.

The faculty and the administration shall have collective responsibility for academic planning and for carrying out the mission of the institution, for maintaining the focus of the institutional purpose, and for the accomplishment of institutional academic standards.

Consistent with Board policy, University of Philosophical Research faculty play a significant role in the curriculum and course development process, including requirements that qualify a student for program completion. All curricular matters are reviewed by the *Advisory Committee of the University of Philosophical Research*, the committee that makes recommendations on these matters to the President and Chief Academic Officer.

FACULTY EVALUATION

UPR Faculty is evaluated from a number of perspectives and processes. At the end of each Quarter, UPR students are required to complete the Course and Faculty Survey (<http://uprs.edu/survey/>) in which they evaluate both the course instructor and course content. At the end of each academic year (the completion of the Winter Quarter), a full review is performed by first an extensive analysis of the survey data by the UPR Academic Council.

In addition, twice a year (in the Spring and Fall of each academic year), faculty members are required to complete the Faculty Survey (<http://uprs.edu/facultysurvey/>) in which they have the opportunity to evaluate their experience teaching at UPR. This allows UPR to further improve their course format and make any changes in the Administrative Department. Yearly survey reports and other performance criteria are reviewed by the Academic Council.

CURRICULUM REVIEW

UPR's Academic Council meets annually to discuss student, staff and faculty performance and institutional goals and requirements. At this time, they also discuss course curricula, based on student surveys, faculty surveys and Academic Council members' feedback on the current state and requirements of each course. Faculty members whose course curricula need updating are contacted and asked to make needed changes and provide updated materials to keep all courses adequately up to date.

NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT

UPR does not discriminate on the basis of race, color, national origin, religion, sex, handicap, or age in any of its policies, procedures, or practices; nor does UPR discriminate against any employee or students because they are disabled veterans or veterans of the Vietnam era, or because of their medical condition, their ancestry, or their marital status; nor does UPR discriminate on the basis of citizenship, within the limits imposed by law or UPR policy; nor does UPR discriminate on the basis of sexual orientation. This non-discrimination policy covers admissions, access, and treatment in the institute educational programs and activities, and applications for and treatment in UPR educational programs and activities, and application for and treatment in UPR employment. UPR is an Affirmative Action/Equal Opportunity employer.

HONESTY POLICY

It is assumed that students will complete all course assignments and graduation requirements in an honest and forthright way doing their own work for each class. It is also assumed that students will do separate written work for each course. Students who wish to use similar material for different courses must first obtain explicit permission from their instructors. Should students be found to plagiarize, misrepresent the source of their work, steal, borrow and/or collaborate in a dishonest way with others in completing such work, they will receive a failing grade for that assignment and automatically be placed on academic probation pending a formal review by the Dean for your Degree program. The Dean has the authority to take appropriate disciplinary action.

HARASSMENT & PERSONAL GRIEVANCES

UPR is committed to maintaining a safe, productive environment for all members of the academic community, students and faculty. Therefore, personal as well as academic grievances need to be dealt with and, where possible, remedied.

Harassment can take many forms, including sexual harassment or assault. Each of us in the academic community must be sensitive to the feelings of others and must not act in a way that might be considered harassment by someone else. A few examples of prohibited harassment or assault are (but not limited to):

- **Verbal** (racial, sexual, or ethnic jokes or insults).
- **Physical** (sexually suggestive or unwelcome touching, or obscene gestures).

- **Visual** (insulting cartoon, sexually suggestive or lewd pictures or photographs.)

Sexual harassment may consist of unwelcome sexual advances; deprecating sexual remarks; references to women as “honey”, “doll”, “dear”; or an environment demeaning to either women or men.

If you think that you or one of your fellow students has been the victim of harassment or assault, you should report the incident and the names of the persons to the Dean of Programs immediately. The incident will be investigated. Your cooperation is crucial for us to maintain a safe comfortable academic environment. There will be no retaliation against you for making a complaint of sexual harassment.

If you are afraid to report harassment to the Dean of Programs, you are urged to speak to an administrator whom you trust. You may follow the same procedure for submitting your grievance as above.

ADMINISTRATIVE & GOVERNING STRUCTURE

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John Chase, B.A., *Registrar*
Michelle Kim, B.A., *Academic Coordinator*
Cathy Willis, M.L.S., *Librarian*

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ACADEMIC CALENDAR

REGISTRATION DEADLINES

Registration deadlines for new and returning students are **two weeks** prior to start of term, as noted in the calendar below. Payment of tuition for the upcoming quarter is due prior to the start of class, and prior to the student's course materials being shipped. Final deadline for tuition payment is the Friday before start of term (as noted below).

2015 ACADEMIC YEAR

FIRST QUARTER (SPRING) - April 27, 2015 to July 5, 2015

Spring Registration Deadline: April 13, 2015

SECOND QUARTER (SUMMER) - July 27, 2015 to October 4, 2015

Summer Registration Deadline: July 15, 2015

THIRD QUARTER (FALL) - October 26, 2015 to January 3, 2016

Fall Registration Deadline: October 12, 2015

FOURTH QUARTER (WINTER) - January 25, 2016 to April 3, 2016

Winter Registration Deadline: January 11, 2016

2016 ACADEMIC YEAR

FIRST QUARTER (SPRING) - April 25, 2016 to July 3, 2016

Spring Registration Deadline: April 11, 2016

SECOND QUARTER (SUMMER) - July 25, 2016 to October 2, 2016

Summer Registration Deadline: July 11, 2016

THIRD QUARTER (FALL) - October 24, 2016 to January 1, 2017

Fall Registration Deadline: October 10, 2016

FOURTH QUARTER (WINTER) - January 23, 2017 to April 2, 2017

Winter Registration Deadline: January 9, 2017

HOLIDAY SCHEDULE 2015/2016

New Year's Day (January 1)

Memorial Day (May 25)

Independence Day (July 4)

Thanksgiving Day (November 26)

Christmas (December 25)



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