**MA in Contemplative Education**

The MA in Contemplative Education is a two-year professional-development degree for practicing teachers from all levels of instruction. This 36-credit program is also open to non-teachers interested in a nonsectarian contemplative approach to teaching and learning.

This low-residency degree program is offered by way of summer programs and online courses. It joins the wisdom and skillful means of Eastern meditative traditions with Western holistic educational methods and insights. Based on the principles and practices of mindfulness and awareness primarily from the Tibetan contemplative traditions, the curriculum offers a path of personal nourishment and effective pedagogy.

The program begins in July with a three-week residential program, which is followed by two online courses in each of the fall and spring semesters. The second year repeats this sequence. The program is completed during the third summer with a weekend presentation of Masters’ Projects and Graduation. Summer programs focus on the contemplative transformation of the teacher. Online semesters apply contemplative approaches to each student’s classroom teaching, as well as extending academic studies of spiritual approaches to teaching, learning, and human emotional development.

**Education Beyond the Classroom**

Education Beyond the Classroom (EBC) welcomes nonteachers to apply to the MA Contemplative Education program. This option is open to those interested in directing their study beyond the program’s existing central emphasis on pedagogy and curriculum design. While EBC students are required to take all the existing courses in the MA Contemplative Education program, they can tailor selected course assignments to meet their individual interests. Education Beyond the Classroom students are required, as are all program students, to integrate contemplative personal experience, daily life applications, and relationship skills into their course work.

**Degree Requirements**

**MA in Contemplative Education**

**First year, summer**

- EDU600 Presence in Teaching (2)
- EDU605 The Mindful Teacher (4)

SUBTOTAL 6

**First year, fall (online)**

- EDU615e Perspectives in Sacred Learning [3]
- EDU635e Contemplative Teaching [3]

SUBTOTAL 6

**First year, spring (online)**

- EDU530e Emotional Roots of Development [3]

SUBTOTAL 6

**Second year, summer**

- EDU700 Cultivating Authentic Knowledge (2)
- EDU705 Embodied Wisdom (4)

SUBTOTAL 6

**Second year, fall (online)**

- EDU735e Transforming Instruction & Curriculum (4)
- EDU850e Master’s Project I: Inquiry and Preparation (2)

SUBTOTAL 6

**Second year, spring (online)**

- EDU720e Spiritual Roots of Development (3)
- EDU880e Master’s Project II: Articulation and Presentation (3)

SUBTOTAL 6

**Third year, summer weekend**

Masters’ Project Presentation & Graduation (part of EDU880e)

TOTAL CREDITS 36

**Course Listings**

**EDU530E**

Emotional Roots of Development (3)

A study of emotional development from Western and Eastern sources as an access point to engaging one’s spirituality. Course material encourages teachers to cultivate an empathic appreciation of emotional challenges inherent in humanity across the lifespan. The course covers three aspects: (1) emotion, (2) meaning making, and (3) self-reflection. The approach is to explore these topics across development, appreciating how changes in the physical body and the cognitive mind influence core features of development and vice versa. Observation practices are used to expand awareness and apply understanding. Prerequisites: A teaching practice and experience with meditation. Students who are not matriculated in the MA program must receive permission of the instructor to register.

**EDU600**

Presence in Teaching (2)

An exploration of the building blocks of form and space as the basis of the art of teaching. Since teachers are improvisational artists, we examine the ingredients for performance: actor and audience. The study includes the topics of presence, projection, intention, ego territories, gesture, emotion, language, story, and other forms of communication. We explore contemplative teaching within the laboratory of body, speech, and mind. The goal is to learn how we as teachers can use space awareness and acting training to refine our presence in the classroom and to improvise more freely with our world. Students who are not matriculated in the MA program must receive permission of the instructor to register.
EDU605
The Mindful Teacher (4)
At the heart of contemplative education is the wakefulness of the teacher. This course explores contemplative concepts, skills, and practices in preparation for the journey of mindful teaching. The basic approach comes from Tibetan meditative traditions, but other Buddhist and contemplative teachers are studied. Observations, perceptual exercises, and emotional awareness skills complement readings and discussions. Mindfulness-awareness development is experienced both personally and as a component of community learning. Students who are not matriculated in the MA program must receive permission of the instructor to register. Course fee.

EDU615E
Perspectives in Sacred Learning (3)
Students study theories and approaches from a variety of traditions in holistic education, as well as current trends. The course focuses on "sacred learning" and how various traditions, educators, and theorists have attempted to educate in sacred ways. Students learn about the historical roots and evolution of the holistic education movement, which is connected to sacred learning. The purpose of this course is to help students distinguish the main tenets of these different stances and to identify how they converge on the sacred. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU635E
Contemplative Teaching (3)
An exploration of contemplative concepts, skills, and practices introduced in the summer module. As preparation for the journey of mindful teaching, the Tibetan Buddhist meditative traditions (drawn from Naropa University's heritage) form the basis, or ground, of the course. Practices and perspectives of master teachers and current educators of various contemplative traditions will also be examined and put to the test. Audio lectures, observation techniques, meditation, and experiential exercises will complement written lectures, readings, and discussions. Mindfulness-awareness development will be experienced both personally and as a component of community learning.

EDU665E
Compassionate Teaching (3)
An exploration of compassionate teaching in the classroom. This nonsectarian approach to teaching as a personal spiritual journey brings the teacher's inner life to the art of teaching. Students investigate the traditional compassionate qualities of generosity, patience, discipline, exertion, and knowledge in teaching and learning and also explore the dynamics of transitions and compassionate relationships in learning communities. Readings come from leaders in the field as well as from relevant Buddhist and other spiritual teachers. The course includes mindfulness-awareness meditation and loving-kindness practice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU700
Cultivating Authentic Knowledge (2)
Preparation for the sacred transformation of curriculum within nonsectarian contexts. Students experience curricular activities and principles derived from a spiritually based educational tradition, Ten Aspects of Knowledge of the ancient Indian University, Nalanda. The essence of the Ten Aspects is cultivating both subject content and spiritual depth as the basis for authentic curriculum development. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU705
Embodied Wisdom (4)
A deepening of contemplative teaching and learning through the practices of meditation, loving-kindness, and Maitri Space Awareness. Methods that develop facility with emotions, expression, and relationships, in the exploration of personal, experiential, and traditional knowledge of the five elemental energies of Tibetan Buddhism are utilized. Students lay the foundation for tailoring their teaching methods and styles to their own and their students' authentic expressions. The practices of aesthetics, presence, and contemplative movement further deepen facility with these energies. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register. Course fee.

EDU720E
Spiritual Roots of Development (3)
This course investigates theories of the spiritual roots of human development with a focus on the validity and implications of stage theories. It examines contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilbur, Washburn, Steiner, Aurobindo, and Khan. Implications of these theories for educational theory and practice are drawn. Students have an opportunity to investigate a theorist of their choice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU735E
Transforming Instruction and Curriculum (4)
This course examines two Buddhist-inspired approaches to transforming instruction and curriculum: the Five Qualities of contemplative teaching and learning, and the Ten Aspects of Knowledge. The Five Qualities offer holistic practices and approaches to instruction derived from the traditional Tibetan Buddha Families. The Ten Aspects from Nalanda, the ancient Indian university, suggest methods for contemporary curriculum development. We study contemplative pedagogies and how to deepen academic content areas in students' own classrooms. An essential element is the personal transformation of the teacher from the practices of mindfulness, loving-kindness, and space awareness. Prerequisites: EDU700 and EDU705.
**EDU850E**

**Masters Project 1: Inquiry and Preparation (2)**

The purpose of Master’s Project I is to provide guidance to students regarding a variety of formats and approaches (i.e., methodologies) from which students can inquire about and prepare for a final project that draws on the central tenets of the program and individual experiences, including summer intensives. Students investigate concepts, ideas, and complementary research approaches, and develop a Master’s Project Proposal by the end of the semester.

**EDU880E**

**Masters Project II: Articulation and Presentation (3)**

Master’s Project II provides both individualized and group support for students in the Contemplative Education program as they activate the ideas developed in their Master’s Project Proposal. Students study, inquire about, and then articulate their project focus; that articulation will be in writing of a document and may include other creative genres. The “articulation” culminates in the Master’s Project Presentation during the following summer. Prerequisite: EDU850E, Master’s Project I.

**EDU881E**

**Extended Thesis (0.5)**

Extended Thesis