

MASTER OF ARTS IN CONTEMPLATIVE EDUCATION 2012-13

Program Description

The Master of Arts in Contemplative Education is a low-residency degree program intended for practicing teachers and others interested in transforming teaching, learning, curriculum, and educational community. Teachers from pre-K through higher education are welcome in the two-year, 38-credit degree program. This program is also open to non-teachers interested in a nonsectarian, contemplative approach to teaching and learning. Professional enrichment options are also available. The yearly schedule begins with a three-week summer session and online course work during the fall and spring semesters.

This program brings together the wisdom and skillful means of Eastern meditative traditions with Western holistic educational methods and insights. Based on the principles and practices of mindfulness, awareness, and compassion, the curriculum offers paths for personal nourishment, effective contemplative pedagogy, and meaningful educational reform. Students study a variety of nonsectarian spiritual approaches to teaching, learning, human development, and community building. Some students may be interested in our new one-year Alternative Teacher Licensure Program, which can be taken separately or combined with the MA program, on a case-by-case basis.

Education Beyond the Classroom (EBC) welcomes non-teachers to apply to the MA in 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 in Contemplative Education program, they can tailor selected course assignments to meet their individual interests. EBC students are required, as are all students in the program, to integrate contemplative personal experience, daily life applications, and relationship skills into their course work.

Curriculum Summer Sessions

During the three-and-a-half-week summer retreat sessions that form the core of the program, faculty and first- and second-year students create a contemplative learning community within a carefully woven full-day schedule of study, practice, observation, and contemplation. The summer schedule is very rigorous. The curriculum in the first summer session emphasizes the contemplative transformation of oneself as teacher. In addition, academic studies of holistic, sacred, and artistic perspectives on teaching provide the conceptual basis for the teaching relationship. The second summer, also in a retreat setting, deepens students' experiences of contemplative education through Maitri Space Awareness, a holistic and spiritual model for teaching and learning. Strategies are presented for creating a contemplative approach to curriculum, environmental design, and instruction.

Online Sessions

Between the summer sessions, students return to their teaching jobs, which could be anywhere in the world, and continue their program studies online. The online courses are designed to help students apply contemplative learning directly to their home teaching situations. Courses provide individualized instruction for joining contemplative studies with students' daily teaching experiences. The online courses in human spiritual

development and approaches to spiritual education broaden the program's scope to include diverse contemporary and historical sources.

Concluding Session

The program concludes with the summer Master's Project weekend, during which graduating students present their projects, which combine research with their personal application of contemplative education in their own classrooms.

MA in Contemplative Education Requirements*

The program is a two-year degree of 38 credits, 24 of which are offered as online courses. All program courses should be taken sequentially. Because the summer courses are interconnected, students must take the entire summer curriculum as a whole. In certain cases, selected online courses may be taken out of sequence by permission of the department. Since it is an integral part of the program, students are required to maintain regular mindfulness/awareness sitting meditation practice.

First year, summer

EDU600	Presence in Teaching (2)
EDU605	The Mindful Teacher (4)
EDU625	Creating Community I (1)
SUBTOTAL	7

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)
EDU665e	Compassionate Teaching (3)
SUBTOTAL	6

Second year, summer

EDU700	Cultivating Authentic Knowledge (2)
EDU705	Embodied Wisdom (4)
EDU715	Creating Community II (1)
SUBTOTAL	7

Second year, fall (online)

EDU735e	Transforming Instruction and Curriculum (4)
EDU850e	Master's Project I: Inquiry and Preparation (2)
SUBTOTAL	6

Second year, spring (online)

EDS720e	Spiritual Roots of Development (3)
EDU880e	Master's Project II: Articulation and Presentation (3)
SUBTOTAL	6

Third year, summer

Masters Project Presentations and Graduation (part of EDU 880e)

TOTAL CREDITS 38

**This fact sheet describes the 2011–12 curriculum for the MA in Contemplative Education. Naropa University faculty and staff are committed to regular review and revision of the curriculum, to reflect new findings and understandings in the field, feedback from alumni and the professional community, and faculty expertise. Please inquire with the Office of Admissions and/or the School of Natural and Social Sciences for any curricular changes that are being considered for future academic years.*

Professional Enrichment Program

This option is for teachers at any level who wish to participate in the program but who do not need an advanced degree. Non-degree students can take selected courses in the program for credit or noncredit on a space-available basis. Non-degree students can take the summer session and most online courses.

Careers of Program Graduates

The majority of our graduates enter the program already working in the teaching profession. Some are just beginning, and some are well-established in their careers. There are also those who enter our program to make a career shift into the field of education. Here is a sampling of the careers of our graduates:

- Director of preschool, Boulder, CO
- Teacher of middle school Spanish, Seattle, WA
- Director of tutoring/home schooling program, San Diego, CA
- Elementary school music teacher, Asheville, NC
- English and Spanish teacher, New York, NY
- K-8 principal, Denver, CO
- High school English teacher, Carlisle, PA
- Middle school teacher in an international school, South India
- Assistant principal, Sacramento, CA
- High school math teacher, Hoboken, NJ

Contemplative Education Ranked Faculty

Richard Brown

BA, Knox College; Graduate Study, Earlham School of Religion; Certificate in Elementary Education, University of Denver; MA, Naropa University.

A practicing Buddhist since 1978, Richard integrates Tibetan contemplative principles and practices into contemporary teaching and learning. Richard has been an educational therapist, a public elementary teacher, and a K-8 teacher in a Buddhist-inspired school. He led in establishing the contemplative Shotoku School at Rocky Mountain Shambhala Center. In 1990 he founded the Department of Education at Naropa University, including an undergraduate degree in Early Childhood Education and a master's degree in Contemplative Education. He has been actively involved in holistic education and spirituality in education movements since 1990.

Lee Worley

BA, Mount Holyoke College; MA, The Naropa Institute.

Lee Worley founded the Theatre Studies program at Naropa in 1974. She has developed contemplative exercises for arts in education and contemplative education programs throughout her career at Naropa. She also taught theatre at a Buddhist-inspired middle school in Boulder for many years. She is one of a very few holders of the Mudra Space Awareness lineage—a performance training derived from Tibetan Yoga. She was a founding member, actress, and teacher in Joseph Chaikin's Open Theater and is a senior student of Tibetan Buddhism. Her book, *Coming from Nothing: The Sacred Art of Acting*, outlines her contemplative acting method.

Deborah Young

BA/BFA/BS, University of Colorado; MA, University of Colorado; PhD, University of Colorado.

Deborah Young has taught in numerous settings ranging from preschool through high school and co-founded and directed a private, service-learning-based middle school for a number of years. She has co-founded, facilitated, or designed three preschool initiatives in Boulder, CO; two charter school programs in Routt County, CO; and has worked throughout

Central America on various community-based educational projects. Currently, in addition to administering her nonprofit organization serving Nicaragua, she serves as education coach and trainer with the Colorado Department of Education.

Adjunct Faculty

Michele Blumberg, Michael Girodo, Gene Hooley, Mary Lanza, Darlene Lorrain, Laurene Phillips, Alexandra Shenpen, Genet Simone, Mindy Upton

Contemplative Education Admission Requirements Campus Tours

You are strongly encouraged to visit Naropa University. Events for prospective students are scheduled every fall and spring. See www.naropa.edu/admissions/grad_events.cfm for more information. The visitation coordinator will be happy to arrange for you to meet with an admissions counselor or a faculty member, visit a class, or take a campus tour. Arapahoe Campus tours are offered Monday through Friday at 2 p.m. in the main lobby of the Administration Building. The visitation coordinator can be contacted at 303-546-3548 or 1-800-772-6951 (within North America) or at admissionsevents@naropa.edu. You can also use the online Visitation Request form or you may view our campus from the online tour.

If you decide you would like to apply for admission, we prefer that you do so electronically via www.naropa.edu/apply.

Priority Deadline

Naropa University uses a rolling admission policy. Applicants may apply as early as September for summer and fall admission. Applications received between September 1 and the priority deadline will be given equal consideration. Applications received after the priority deadline will be reviewed on a space-available basis.

January 15 for summer semester admission

Graduate Admission Requirements

A bachelor's degree from an accredited institution is required for admission to all graduate programs.

A completed graduate application for Contemplative Education consists of the following:

1. Completed application form.
2. A \$60 nonrefundable application fee in the form of a check or money order, payable to "Naropa University." The applicant's name must be clearly indicated on the check.
3. Three-to-five-page typed, double-spaced statement of interest.
4. Resumé.
5. Two letters of recommendation from academic or professional sources (both must be on or attached to the forms provided).
6. Official transcripts of all previous college-level study that reflect the completion of a bachelor's degree, sent directly to Naropa's Admissions Office from the registrar of previous institutions or in a sealed envelope with the application.
7. A phone or in-person interview.
8. A basic academic background in the areas of child and/or human development (except for EBC applicants).
9. Previous teaching experience at any level of instruction or commitment to work in the field of education (except for EBC applicants).
10. A willingness to participate in mindfulness meditation and related awareness exercises as an integral part of the academic journey.