NAROPA UNIVERSITY

2000-2001 COURSE CATALOG
2000/2001 ACADEMIC CALENDAR

Fall Semester 2000
New Student Orientation & Registration .............................................August 20-25
First Day for Returning Students to Pay Tuition ..................................21
First Day of Classes ...........................................................................28
First Day for All Students to Verify Financial Aid .................................28
First Day for All Students to pick up Cash Exchange checks .................29
Convocation .........................................................................................31

Labor Day Holiday (no classes, offices closed) ......................................September 4
Last Day to Drop Courses without Financial or Academic Penalty ..........6
Last Day to Add Courses (Exception: Workshops may be added until 3pm on the day they begin) ........................................................................6
Last Day for All Students to Pay Tuition & Fees ..................................21
Last Day to Apply for Graduation ............................................................21

Preferred Deadline to Apply for Financial Aid for Spring (Only if you didn’t apply for Fall Aid) ..................................................October 1
Last Day to Withdraw from Courses .....................................................6
Community Practice Day (no classes, offices closed) ...........................17

Required Spring Pre-registration for All Returning Students ..................November 13-17
Last Day to Pre-register without Losing Priority Status .........................17
Thanksgiving Holiday (no classes, offices closed) ...............................23-24

Last Day of Classes ............................................................................December 8
Make-up Days ......................................................................................11-13
Grades Due .........................................................................................18

There is no Fall Graduation Ceremony

Spring Semester 2001
First Day for Returning Students to Pay Tuition ..................................January 8
New Student Orientation and Registration ..........................................8-12
Martin Luther King Holiday (no classes, offices closed) .........................15
First Day of Classes ............................................................................16
First Day for All Students to Verify Financial Aid .................................16
First Day for New Students to Pick Up Cash Exchange Checks ............18
Last Day to Drop Courses without Financial or Academic Penalty ........24
Last Day to Add Courses (Exception: Workshops may be added until 3pm on the day they begin) ..................................................24

Last Day for All Students to Pay Tuition & Fees ..................................February 8
Last Day to Apply for Graduation ..........................................................8
Last Day to Withdraw from Courses .....................................................22
Shambhala Day (no classes; offices closed) ............................................26

Preferred Deadline to Apply for Financial Aid for Fall ..........................March 1
Community Practice Day (no classes, offices closed) ...........................6
Spring Break .........................................................................................26-30

Fall & Summer Pre-registration for All Returning Students ....................April 9-13
Last Day to Pre-register without Losing Priority Status .........................13

Last Day of Classes ............................................................................May 7
Make-up Days ......................................................................................8-9
Graduation Ceremony ..........................................................................12
Grades Due .........................................................................................14

Summer Session 2001
Summer Session .................................................................................May 29-July 23
All Summer Grades Due .......................................................................July 27
NAROPA UNIVERSITY

[formerly known as The Naropa Institute]

A Contemplative College and Graduate School
of the Arts, Humanities and Social Sciences

2000-2001
DEGREE
COURSE CATALOG

Please direct all correspondence to:
Office of Admissions
Naropa University
2130 Arapahoe Avenue
Boulder, Colorado 80302-6697
(303) 444-0202
(800) 772-6951
Website Address: http://www.naropa.edu

Naropa University is accredited by the
North Central Association of Colleges and Schools
This publication is not a contract or an offer to contract.

The University reserves the right to change information or
conditions contained in this publication without notice.

THIS DOCUMENT IS PRINTED ON RECYCLED PAPER
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>Academic Degree Programs</td>
<td>3</td>
</tr>
<tr>
<td>Message from the President</td>
<td>4</td>
</tr>
<tr>
<td>Naropa Mission Statement</td>
<td>5</td>
</tr>
<tr>
<td>About the University</td>
<td>9</td>
</tr>
<tr>
<td>Accreditation</td>
<td>9</td>
</tr>
<tr>
<td>Campus and Student Body</td>
<td>9</td>
</tr>
<tr>
<td>Faculty</td>
<td>9</td>
</tr>
<tr>
<td>Contemplative Education</td>
<td>9</td>
</tr>
<tr>
<td>The Beginning of the University</td>
<td>10</td>
</tr>
<tr>
<td>Campus Visits</td>
<td>10</td>
</tr>
<tr>
<td>Non-Discriminatory Policy</td>
<td>10</td>
</tr>
<tr>
<td>Admissions at Naropa</td>
<td>11</td>
</tr>
<tr>
<td>Dates of Equal Consideration</td>
<td>12</td>
</tr>
<tr>
<td>Naropa College Undergraduate Admissions</td>
<td>12</td>
</tr>
<tr>
<td>Graduate School Admissions</td>
<td>15</td>
</tr>
<tr>
<td>International Student Admissions</td>
<td>18</td>
</tr>
<tr>
<td>Alternative Ways of Attending Naropa</td>
<td>20</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>21</td>
</tr>
<tr>
<td>Paying the Bill</td>
<td>23</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>27</td>
</tr>
<tr>
<td>Institutional Scholarships</td>
<td>27</td>
</tr>
<tr>
<td>Undergraduate and Graduate Studies</td>
<td>29</td>
</tr>
<tr>
<td>Other Financial Resources</td>
<td>29</td>
</tr>
<tr>
<td>Undergraduate Students Only</td>
<td>30</td>
</tr>
<tr>
<td>International Student Financial Aid</td>
<td>30</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>33</td>
</tr>
<tr>
<td>Refunds and Repayment</td>
<td>34</td>
</tr>
<tr>
<td>Student Life</td>
<td>35</td>
</tr>
<tr>
<td>Disabled Student Assistance</td>
<td>35</td>
</tr>
<tr>
<td>Student Services</td>
<td>35</td>
</tr>
<tr>
<td>Counseling</td>
<td>36</td>
</tr>
<tr>
<td>Contemplative Practice</td>
<td>36</td>
</tr>
<tr>
<td>Career Resources</td>
<td>36</td>
</tr>
<tr>
<td>Computer Centers</td>
<td>37</td>
</tr>
<tr>
<td>Library</td>
<td>37</td>
</tr>
<tr>
<td>Student Responsibility</td>
<td>38</td>
</tr>
<tr>
<td>General Academic Information</td>
<td>40</td>
</tr>
<tr>
<td>Academic Year</td>
<td>40</td>
</tr>
<tr>
<td>Course Registration</td>
<td>40</td>
</tr>
<tr>
<td>Full vs. Part-Time Status</td>
<td>43</td>
</tr>
<tr>
<td>Certificate Programs</td>
<td>43</td>
</tr>
<tr>
<td>Grading</td>
<td>44</td>
</tr>
<tr>
<td>Undergraduate Study</td>
<td>46</td>
</tr>
<tr>
<td>Bachelor of Arts Degree Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>46</td>
</tr>
<tr>
<td>Leaves of Absence and Withdrawals</td>
<td>49</td>
</tr>
<tr>
<td>Maintaining Records</td>
<td>49</td>
</tr>
<tr>
<td>Family Educational Rights and Privacy Act of 1974</td>
<td>50</td>
</tr>
<tr>
<td>Naropa College</td>
<td>51</td>
</tr>
<tr>
<td>Open The Door</td>
<td>51</td>
</tr>
<tr>
<td>Naropa College Core</td>
<td>62</td>
</tr>
<tr>
<td>Undergraduate Degrees</td>
<td>69</td>
</tr>
<tr>
<td>Contemplative Psychology</td>
<td>70</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>73</td>
</tr>
<tr>
<td>Minor: Contemplative Education</td>
<td>74</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>75</td>
</tr>
<tr>
<td>Minors: Anthropology</td>
<td>76</td>
</tr>
<tr>
<td>Horticulture, American Indian Studies</td>
<td>77</td>
</tr>
<tr>
<td>InterArts Studies</td>
<td>78</td>
</tr>
<tr>
<td>Theater Studies</td>
<td>78</td>
</tr>
<tr>
<td>Dance/Movement Studies</td>
<td>80</td>
</tr>
<tr>
<td>Dance Therapy</td>
<td>82</td>
</tr>
<tr>
<td>Music</td>
<td>82</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>83</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>84</td>
</tr>
<tr>
<td>Traditional Eastern Arts</td>
<td>86</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>88</td>
</tr>
<tr>
<td>Writing and Literature</td>
<td>89</td>
</tr>
<tr>
<td>Graduate Degree Programs</td>
<td>92</td>
</tr>
<tr>
<td>M.A. Buddhist Studies</td>
<td>93</td>
</tr>
<tr>
<td>Tibetan or Sanskrit Language</td>
<td>94</td>
</tr>
<tr>
<td>Contemplative Religion</td>
<td>94</td>
</tr>
<tr>
<td>Engaged Buddhism</td>
<td>95</td>
</tr>
<tr>
<td>M.Div. Master of Divinity</td>
<td>96</td>
</tr>
<tr>
<td>M.A. Master of Contemplative Education</td>
<td>97</td>
</tr>
<tr>
<td>M.A. Environmental Leadership</td>
<td>99</td>
</tr>
<tr>
<td>M.A. Gerontology and Long-Term Care</td>
<td>102</td>
</tr>
<tr>
<td>Certificate: Gerontology and Long-Term</td>
<td>103</td>
</tr>
<tr>
<td>Care Management</td>
<td>104</td>
</tr>
<tr>
<td>Certificate: Long-Term Care Management</td>
<td>104</td>
</tr>
<tr>
<td>M.A. Psychology, Contemplative Psychotherapy</td>
<td>105</td>
</tr>
<tr>
<td>M.A. Somatic Psychology Department</td>
<td>109</td>
</tr>
<tr>
<td>Body Psychotherapy</td>
<td>109</td>
</tr>
<tr>
<td>Dance/Movement Therapy</td>
<td>109</td>
</tr>
<tr>
<td>Certificate: Somatic Psychology</td>
<td>111</td>
</tr>
<tr>
<td>M.A. Transpersonal Counseling Psychology</td>
<td>112</td>
</tr>
<tr>
<td>Art Therapy</td>
<td>113</td>
</tr>
<tr>
<td>Music Therapy</td>
<td>114</td>
</tr>
<tr>
<td>M.F.A. Writing and Poetics</td>
<td>117</td>
</tr>
<tr>
<td>Summer Writing Program</td>
<td>121</td>
</tr>
<tr>
<td>Naropa Oakland</td>
<td>123</td>
</tr>
<tr>
<td>M.L.A. Creation Spirituality</td>
<td>124</td>
</tr>
<tr>
<td>Creation Spirituality Courses</td>
<td>125</td>
</tr>
<tr>
<td>Creation Spirituality Faculty</td>
<td>137</td>
</tr>
<tr>
<td>Certificates of Graduate Study</td>
<td>144</td>
</tr>
<tr>
<td>General Information</td>
<td>144</td>
</tr>
<tr>
<td>Ecopsychology</td>
<td>145</td>
</tr>
<tr>
<td>Special Programs</td>
<td>146</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>147</td>
</tr>
<tr>
<td>School of Continuing Education</td>
<td>149</td>
</tr>
<tr>
<td>Naropa Online Program</td>
<td>150</td>
</tr>
<tr>
<td>Academic Courses</td>
<td>155</td>
</tr>
<tr>
<td>General Course Information</td>
<td>155</td>
</tr>
<tr>
<td>Anthropology</td>
<td>156</td>
</tr>
<tr>
<td>Art</td>
<td>156</td>
</tr>
<tr>
<td>Dance and Movement Studies</td>
<td>159</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>160</td>
</tr>
<tr>
<td>Ecology</td>
<td>162</td>
</tr>
<tr>
<td>Education, Contemplative</td>
<td>162</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>164</td>
</tr>
<tr>
<td>Horticulture</td>
<td>168</td>
</tr>
<tr>
<td>InterArts</td>
<td>168</td>
</tr>
<tr>
<td>Gerontology and Long-Term</td>
<td>170</td>
</tr>
<tr>
<td>Care Management</td>
<td>170</td>
</tr>
<tr>
<td>Music</td>
<td>172</td>
</tr>
<tr>
<td>American Indian Studies</td>
<td>173</td>
</tr>
<tr>
<td>Psychology</td>
<td>174</td>
</tr>
<tr>
<td>B.A., Contemplative Psychology</td>
<td>174</td>
</tr>
<tr>
<td>M.A., Contemplative Psychology</td>
<td>179</td>
</tr>
<tr>
<td>Somatic Psychology</td>
<td>182</td>
</tr>
<tr>
<td>Transpersonal Counseling Psychology</td>
<td>187</td>
</tr>
<tr>
<td>Religion</td>
<td>196</td>
</tr>
<tr>
<td>Theater</td>
<td>200</td>
</tr>
<tr>
<td>Traditional Eastern Arts</td>
<td>204</td>
</tr>
<tr>
<td>Writing and Poetics</td>
<td>206</td>
</tr>
<tr>
<td>Faculty</td>
<td>212</td>
</tr>
<tr>
<td>Core Faculty</td>
<td>212</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>217</td>
</tr>
<tr>
<td>Naropa University Administration</td>
<td>239</td>
</tr>
<tr>
<td>Naropa University Board of Trustees</td>
<td>240</td>
</tr>
</tbody>
</table>
ACADEMIC DEGREE PROGRAMS

Naropa University offers the following degrees:

BACHELOR OF ARTS WITH MAJORS IN:
- Contemplative Psychology
  - Buddhist and Western Psychology
  - Jungian Psychology
  - Psychology of Health and Healing
  - Transpersonal & Humanistic Psychology
- Early Childhood Education
- Environmental Studies
  - Anthropology
  - Ecology
  - Horticulture
  - American Indian Studies
- InterArts
  - Dance/Movement Studies
  - Dance Therapy
  - Music
  - Theater
- Interdisciplinary Studies
- Religious Studies
- Traditional Eastern Arts
- Visual Arts
- Writing and Literature

with minors in:
- Contemplative Education
- Contemplative Psychology
- Dance/Movement Studies
- Early Childhood Education
- Ecology
- Ecopsychology
- Horticulture
- Music
- American Indian Studies
- Anthropology
- Religious Studies
- Theater
- Traditional Eastern Arts
- Visual Arts
- Writing and Literature

MASTER OF ARTS
- Buddhist Studies
  - Contemplative Religion
  - Engaged Buddhism
  - Tibetan or Sanskrit Language
- Contemplative Education
- Environmental Leadership
- Master of Divinity
- Contemplative Psychotherapy
- Gerontology and Long-Term Care Management
- Somatic Psychology
  - Body Psychotherapy
  - Dance/Movement Therapy
- Transpersonal Counseling Psychology
  - Art Therapy
  - Counseling Psychology
  - Music Therapy

MASTER OF FINE ARTS
- Theater
- Writing and Poetics
  - Poetry
  - Prose

MASTER OF LIBERAL ARTS
- Creation Spirituality

GRADUATE CERTIFICATES
- Ecopsychology
- Gerontology & Long-Term Care Management
- Somatic Psychology
FROM THE PRESIDENT

We are fortunate to be able to offer you the lively and rich curricula displayed in this catalog. At the college level, the "Naropa Core" curriculum weaves and integrates our contemplative pedagogy through eight core areas that represent a broad and evocative educational experience prior to entry into a chosen field of more focused inquiry in one of the nine majors. Our eight graduate programs provide an in-depth study and training in varied curricula united around a steadfast intention to be of immediate benefit to society.

We invite you, high school, college, or graduate student, to join us in an exploration of what it means to be truly human, to renew and deepen your communication with the natural world and society; to provoke and sharpen your intellect, develop your sense perceptions, and to nurture your inherent wisdom and compassion. From this discipline of learning, we might uplift every aspect of our world without aggression. By mixing our study and appreciation of the past, our elders, our teachers, with an unbiased openness to our present experience, we together learn how to live fully and constantly live to learn.

John Whitehouse Cobb
President
Naropa University
THE MISSION OF NAROPA UNIVERSITY IS TO:

1. offer educational programs that cultivate awareness of the present moment through intellectual, artistic, and meditative disciplines;

2. foster a learning community (composed of students, faculty, staff, trustees, and alumni) that uncovers wisdom and heart;

3. cultivate openness and communication, sharpen critical intellect, enhance resourcefulness, and develop effective action in all disciplines;

4. exemplify the principles grounded in Naropa University’s Buddhist educational heritage;

5. encourage the integration of world wisdom traditions with modern culture; and

5. be nonsectarian and open to all.
NAROPA UNIVERSITY MISSION

The six elements of the Mission Statement have their roots in the founding vision of the University (formerly known as The Naropa Institute). The Mission Statement is a description of the precise aspirations and vision that guide and inspire the planning goals and objectives, the teaching and learning process, community life and all related activities. The following section provides a fuller description of each element:

1. Cultivate Awareness of the Present Moment

Cultivating awareness of the present moment is the heart of contemplative education. Awareness training acknowledges the direct experience of learning, moment by moment. Thought processes, sense perceptions, and emotions are all integrated into the study of the specific discipline. Through this holistic process, mind and body become synchronized, and other competencies then begin to manifest: intellect becomes precise and insightful, communication is open and clear, appreciation for the existing world expands, and action in the world is effective.

Awareness is cultivated through meditation and other traditional and modern contemplative practices as well as through intellectual and artistic disciplines. These practices and disciplines impart a direct experience of the present moment as well as reveal hesitations and resistance to being present. Naropa faculty have been inspired to develop contemporary awareness disciplines within their own specific fields of study. All awareness training stabilizes the mind by bringing the wandering attention back to the present moment.

2. Foster a Learning Community

Education is not just an individual endeavor. Effective learning and understanding is gained not in isolation or purely out of the classroom environment. Rather, it is derived from, and enhanced by, the "practice" of learning (and teaching) in the context of ordinary life and relationships with others. As a community we aspire to join heart and mind in whatever we do. This environment provides a personal and challenging atmosphere for study. Students (and all others) are therefore encouraged to engage with the community to test the theoretical quality of learning in their immediate environment and to achieve greater understanding through perception of, and feedback from, the everyday world—to practice what is thought to have been learned. On an institutional level, the University encourages and helps to develop those ideals and forms which lead to an effective but gentle community of learners. Deep understanding of self naturally gives rise to understanding of, and then empathy for, others. In such an atmosphere, all who participate can begin to uncover their wisdom and heart.

3. Cultivate Openness

Five qualities are considered to be integral to the make up of a fully educated person. These qualities provide the practical framework for balanced development and the foundation for ongoing learning, understanding, and creative responsiveness throughout one's life. In each discipline and area of scholarship, the curriculum is designed to help students foster these qualities.

Openness and respect for one's immediate experience—willingness to see clearly and openly acknowledge one's direct experience, which includes one's own sense perceptions and state of mind in the present moment, as fertile ground for a genuine educational process. Many individuals possess anxiety regarding their experiential process. This can result in an attempt to avoid, deny, or manipulate the inherent integrity and directness of experience. This quality involves developing a clear, accurate, and open-ended relationship to one's experience, providing the necessary foundation for the other more tangible aspects of learning which follow. In order to act with intelligence and confidence, one must proceed from a sound foundation of ongoing, non-judgmental, undisturbed awareness of and curiosity about one's experience. It is vital to know or, in some sense, be in harmony with who one is.

Interpersonal and communicative skills—the ability to relate and communicate effectively with others. This quality begins with learning to appreciate the value of the experience of others. From this, the student works on the various components of interpersonal communication, including effective reading and writing skills, speaking and listening skills, as well as communication through such
nonverbal artistic media as music, movement, or visual arts. This quality includes a responsibility for the integrity and the development of others and a willingness to extend oneself toward that end.

**Sharpened Critical Intellect**—the ability to perceive and analyze the world and its patterns clearly. This quality involves proficiency in understanding principles, seeing structures, logic, and relationships. It facilitates an understanding of oneself and one’s world and enables one to articulate one’s understanding in analytical, critical, and creative forms and dialogue. Intelligence includes critical thinking, analysis and sharpening of insight.

**Resourcefulness and appreciation of the richness of one’s world**—increasing one’s knowledge and appreciation of the world in its diversity, values, and richness, thus inspiring creativity and resourcefulness. It is the ability to tap the resources we have, intellectual, emotional, and pragmatic. This quality involves developing an increasing ability to know and appreciate the many modes of human experience, experiences and creativity. Such appreciation involves two dimensions: 1) seeing its own context, without subsuming them into one’s value system, and 2) seeing the way in which such impartial appreciation of the variety of the world enriches one’s own life and enables one to respond resourcefully.

**Effective Action**—the ability to put one’s learning and insight into practice and to bring things to completion. Putting one’s openness, insights, knowledge, and communicative capacities into action involves maturing the student’s capacity to organize his or her life, relate effectively with the demands of the college environment, sustain interest in and commitment to study, and carry projects through to completion. The value of a Naropa education is expressed in the student’s ability to utilize his or her learning in creative, helpful, and effective action in the world at large.

Such qualities, recognized and developed through a Naropa University education, provide skills essential to success in both personal and professional life. Generally speaking, these qualities stress personal skills rather than technical, occupational training. Our belief is that qualities such as these best prepare the individual for life in modern society. Difficulties of living in contemporary society are, to a great extent, the result of psychological hindrances such as emotional imbalance, confusion, the inability to relate or communicate with others, lack of clear thinking, and narrowness of one’s understanding of life. Once one has some sense of how to work effectively with such blocks, avenues of personal and professional effectiveness and satisfaction begin to open up. Beyond providing a context for success in any occupation, the openness, self-knowledge, patience, flexibility, and emotional balance encouraged in the development of the five qualities are particularly essential in a pressured and rapidly changing life in modern society. These qualities provide the basis for timely acquisition of skills required in subsequent schooling, employment, or life experiences.

### 4. Buddhist Educational Heritage

The tradition of Buddhist education goes back to the roots of Buddhism, 2,500 years ago in India. Buddhist educational training is based upon three primary principles—meditation, discipline, and knowledge—which lead to the discovery of egolessness. In Buddhist philosophy, egolessness means that which one experiences and understands as the “self” is not solid, but rather continuously in process. Meditation refers to the cultivation of mindfulness and awareness. It is the foundation for self-knowledge, as well as for true compassion and service. Training the mind begins to free us from fruitless habits and preconceptions. The discipline of meditation stimulates the development of our basic human dignity and intelligence. Here, discipline has two dimensions: the study of specific fields of knowledge and the commitment to learning as a lifelong journey requiring both patience and humor.

Combined with the Western university tradition of observation and discovery, is the traditional Buddhist approach to learning based upon the three pujnas or three levels of knowing: hearing, contemplating and meditating. The word “contemplative” is used to embrace all three aspects.

When one is presented with material, either in lecture or written form, step one, hearing, is to approach the material with an open and prepared mind, listening closely and without bias to what is being presented. This approach involves opening to the atmosphere and the environment in which the teachings are given. Second, contemplating, involves revisiting the material, analyzing, discussing, questioning, mixing it with one’s experience. In this step, the learning becomes more personal. The last step, meditating, involves a process of letting go of conceptual struggle altogether. Often, this stage gives rise to insight. Precise mindfulness naturally leads to a relaxation into a greater awareness, a cultivation of the ability, the capacity to know, as well as of knowledge itself.

### 5. World Wisdom Traditions

The wisdom traditions of the world, which include the great religions, hermetic teachings and shamanistic cultures, offer insight into, and guidance for, contemporary society. By bringing these traditions of wisdom into the curriculum of modern education, a student’s self-importance and narrow perspective begins to dissolve. Thus, a ground is established for the examination and exploration of the diverse expression of human experience within modern culture as well as throughout the world.

### 6. Non-Sectarian and Open to All

The cultivation of mindfulness and awareness is a natural discipline which has been taught in many traditions throughout history. Meditation and contemplative practices have always been valued, not as religious experiences per se, but as tools to stimulate discovery and self-discovery. Historically, Buddhist education is marked by a spirited interchange among persons of diverse views and traditions, provoking a greater understanding of the
breadth of human experience. Inspired by this
eritage, the college encourages points of view
from, and exchange with, diverse cultural and
spiritual traditions and philosophical views.

Appreciation of mindfulness and awareness, the
benefits of synchronizing body and mind, and
recognition of the need to go beyond a narrow
sense of self are becoming increasingly widespread
in modern society. Conversely, the perils of solid
view or ideological fixation loom clearly in such a
process. There is a greater understanding of the role
of mind/body interactions in the healing process, the
value of awareness training in many professions, the
role of intuition in science and commerce, the
transcendence of self-interest in ecology and
environmental ethics, and the change of manage-
ment styles towards more cooperative and inclusive
decision-making. Education should train students to
contribute to the world in this manner.
ABOUT THE UNIVERSITY

Naropa University is a private, non-profit liberal arts college offering undergraduate and graduate degrees in the arts, social sciences, and humanities. The University is non-sectarian and characterized by its unique Buddhist educational heritage.

ACCREDITATION

Naropa University is accredited by the North Central Association of Colleges and Schools.

Campus and Student Body

The University is located on two campuses in the City of Boulder, Colorado: the Arapahoe Campus, 3.9 acres in the center of the town, and the Paramita Campus at 30th Street in the north part of the town. The Arapahoe Campus and surrounding grounds include a performing arts center, a meditation hall, classrooms, faculty and administrative offices, Naropa Bookstore and the Allen Ginsberg Library. The Paramita Campus houses three graduate programs (Somatic Psychology, Contemplative Psychotherapy, and Gerontology and Long Term Care Management) and the School of Continuing Education. A branch campus is located in Oakland, California where the Master of Liberal Arts in Creation Spirituality is located. Approximately 850 students from 35 states and, including 55 students from 20 countries attend the University year-round as degree or certificate seeking students.

The City of Boulder, 25 miles northwest of Denver, is situated against the foothills of the Rocky Mountains. Boulder is a cosmopolitan town of 100,000, and is also home of the University of Colorado. The town offers a variety of cultural resources. The City of Boulder supports several theater and dance companies and a symphony orchestra. A number of Boulder-based schools offer a range of specialized training in the health field. These institutions provide variety in Boulder’s educational environment.

Contemplative Education

Our approach to learning is called “contemplative education”, which balances the study of specific academic and artistic fields with traditional practices for training in awareness. The goals of contemplative education are to deepen students’ knowledge of themselves and their place in the contemporary world: to develop and strengthen personal discipline within a specific field of study, and to nurture the desire to contribute to the world with understanding and compassion. In this way students are prepared for the constant challenges and rapid change of modern society. Our educational programs are rigorous. They are designed for students who are resourceful and willing to investigate, and then go beyond, the habitual patterns of thought and feeling. The academic, artistic, and mind/body disciplines offered at the University help students cultivate understanding of themselves, their fields of study, and the world.

Through disciplines such as sitting meditation and T’ai-chi Ch’uan, students develop mindfulness and awareness and are trained to acknowledge the direct experience of learning, moment by moment. This process brings precision, openness, and kindness to oneself and others. Inspired by the tradition of Buddhist educational philosophy, contemplative education teaches students to combine intellect and intuition and encourages the deepening of confidence, wisdom, and the desire to work for the benefit of others. This initiates a lifelong process of creative personal development that goes well beyond the college experience.

The fact that so many faculty and staff share an interest in, and experience of, contemplative practice helps to create and sustain the educational environment important to the University. Students are encouraged to take their education very personally and there is peer influence to lead an active, wakeful and productive life. Faculty and staff see themselves involved in a lifelong educational journey as well, so there is a sense of friendship and mutual support.

View of Right Conduct for Naropa University Community

Naropa University Code of Conduct applies to our entire community: students, staff, faculty, and trustees. These guidelines are the basis for relating to
the University community and to our society at large. They also apply to any grievances or disputes. These guidelines are personal reminders of how to create a sane society.

1. Foster respect for teachers, the wisdom of many traditions, and all who seek wisdom. Honor the process of learning.
2. Seek out and practice disciplines that benefit yourself and others.
3. Be true to your inspiration. Apply yourself whole-heartedly. Enjoy yourself. Don’t be afraid to take a risk.
4. Assume responsibility for your state of mind and all of your actions.
5. Speak gently and thoughtfully.
7. Be generous to all without prejudice.
8. Do not waiver in meeting your obligations.
10. Be decent and trustworthy with friends, family, the members of Naropa University community, and society at large.

The Beginning of the University

Born in Tibet in 1940, the University’s founder, Chögyam Trungpa, Rinpoche, was a lineage holder of both the Kagyu and Nyingma Buddhist traditions. In 1959 after the Chinese invasion, he escaped Tibet through the Himalayas to northern India. Like His Holiness the Dalai Lama and other exiled teachers, he continued to teach and transmit the wisdom of the Buddhist dharma. In 1963, he received a Spaulding sponsorship to study comparative religion, philosophy, and the fine arts at Oxford University where he became fluent in English and conversant with the particular needs of Western students.

In 1970, he began presenting Buddhist teachings in the United States. During the next 17 years, he taught extensively, and founded meditation centers throughout North America and Europe. A scholar and artist as well as meditation master, he became widely recognized as one of the foremost teachers of Buddhism in the West. With the founding of Naropa in 1974, he realized his vision of creating a university that would combine contemplative studies with traditional Western scholastic and artistic disciplines. In 1977 he founded Shambhala Training, an international network of centers offering secular meditation programs designed for the general public. After his death in 1987, Trungpa Rinpoche left a legacy of teachings and writings. Among his many publications are Born in Tibet, Cutting Through Spiritual Materialism, The Myth of Freedom, and Shambhala: The Sacred Path of the Warrior.

Naropa University is inspired by Nalanda University. Established under the auspices of Mahayana Buddhism, Nalanda flourished in India from the 5th to the 12th centuries. At Nalanda University, Buddhist philosophy and the discipline of meditation provided an environment in which scholars, artists and healers from many Asian countries and religious traditions came to study and debate. Nalanda was known for its joining of intellect and intuition, spiritual inquiry and intellectual rigor, and for the atmosphere of mutual appreciation and respect among different contemplative traditions.

The University takes its name from Naropa, the 11th century Abbot of Nalanda University and a great Buddhist scholar, teacher and practitioner. He was renowned for bringing together scholarly wisdom with meditative insight.

Campus Visits

Prospective students are strongly encouraged to visit the school. Tours are conducted Monday through Friday at 2:00 p.m. at the Arapahoe Campus as long as the University is open.

For more information about admissions procedures, visiting the University or specific academic programs, please contact: Admissions Office, Naropa University, 2130 Arapahoe Avenue, Boulder, Colorado 80302-6697, or phone (303) 546-3572 or (800) 772-6951 if outside of Colorado. For information regarding the Oakland Campus, please call (510) 635-4827, ext. 19.

Catalog Changes

Although every effort is made to ensure the accuracy of information contained in this catalog at the time of publication, some revisions will be made during the academic year regarding course listings, policies, and other information contained herein. Please contact the Admissions Office for updated information.

Notice of Non-Discriminatory Policy

To preserve an equitable, responsible and humane atmosphere for study and work, Naropa University affirms the principle that its students, faculty, and staff have a right to be free from discrimination. The University does not discriminate on the basis of gender, race, color, religion, disability, status as a veteran, national or ethnic origin, marital status, age, or sexual orientation in its educational programs and activities, admissions policies, and employment practices.

At Naropa University, we are taking our first significant steps toward inviting greater diversity into our community. Our Board of Trustees has endorsed a broad diversity statement and created a Diversity Task Force to help us weave a plurality of perspectives and life - ways into the very fabric of our institution. As a community, we recognize that the process of cultivating inclusion helps us to discover what is true and real about ourselves and about the world in which we live. Such a process both challenges us and holds us accountable to our mission. And, while this is all true, at this point we more accurately reflect the demographics of Boulder, Colorado than the diversity of our region or nation. We will continue to investigate this reality even as we allow the values of inclusion to permeate what we do.
ADMISSIONS AT NAROPA
NAROPA COLLEGE

ADMISSIONS

In keeping with the philosophy of contemplative education, Naropa College values and seeks to foster an individual’s aspiration to contribute to the world with understanding and compassion. The Admissions Committee considers inquisitiveness and engagement with the work as well as previous academic achievement when making admission decisions. A student’s statement of interest, interview, and letters of recommendation play important roles in the admissions process. SAT and ACT scores are not required.

Suggested Deadline

Naropa College uses a Suggested Deadline as the initial deadline for receiving completed applications. Any applications received after Suggested Deadline will be reviewed by the Admissions Committee if space is available. Consequently, we encourage early application. To see if spaces are open after Suggested Deadline, please call the Admissions Office.

All new and transfer students (with the exception of those interested in applying to Contemplative Psychology) may apply for either the fall or spring semester. The Contemplative Psychology Bachelor of Arts program is designed for fall semester entrance to accommodate the group process work that is an integral part of the program. However, students may be admitted during the spring semester, depending on the extent of prior coursework in the field of psychology.

The Suggested Deadlines:

- February 15 for fall semester admission
- October 15 for majors that admit in the spring semester

A completed admission application consists of:

- the completed application form
- the $35 application fee (waived for international students)
- a two to four page typed, double spaced, statement of interest
- two letters of recommendation (all must be on the forms provided, at least one must be from a teacher and letters from family members are not accepted)
- official transcripts of all previous college-level study, sent directly from the Registrar of the previous institution to Naropa College’s Admissions Office
- a high school transcript for all applicants with fewer than 30 semester college credits

For Upper-Division Transfer Students these additional pieces are also required:

- supplemental application information as required by individual majors
- proof of prerequisites as may be required

Students who have completed 60 semester credits or more are eligible to apply directly to our upper-division Bachelor of Arts majors. Of the 120 total semester credit hours required for a Bachelors degree, at least 60 must be taken at Naropa College, and a two-year residency is required.

Establishing Transfer Credits

College level courses completed at academically accredited institutions of higher education with a grade of at least “C” may be counted toward transfer credit. A maximum of 60 credits will be accepted. Categories 1 - 3 below describe ways of earning transfer credit for learning completed outside the traditional college classroom. A maximum of 30 semester credits of learning may be earned through a combination of categories 1 - 3. These alternative ways of establishing transfer credits include:

1. College Level Examination Program

The College Level Examination Program (CLEP) is a national program administered by The College Board to measure college-level learning completed outside the traditional college classroom. It is a quick and relatively inexpensive way of earning credit for knowledge accumulated outside the classroom. Two series of exams are offered: general exams, which cover broad areas of general education, and focused subject exams. CLEP exams are administered monthly at most colleges and universities throughout the United States. Naropa College grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college coursework, using the minimum passing score recommended by the American Council on Education.
For more information about the College Level Examination Program, including a list of exams, exam centers, and registration information, please write to:
The College Board, CLEP, CN 6601,
Princeton, NJ 08541-6601

2. Portfolio Process
Naropa College also grants credit based on the evaluation of a prior learning portfolio, prepared by the student to document college-level learning completed outside the traditional college classroom. This process is designed specifically to acknowledge learning acquired through work experience.
Learning situations that qualify for portfolio credit might include massage school, experience running a business or experience as a counselor, administrator, or teacher. Students must attend a one-credit Prior Learning Assessment Workshop (PND 150W) before beginning Independent work on the portfolio. A personal interview is required. Applicants applying for the Portfolio Process with less than 30 credit hours must provide documentation of graduation from high school by submitting a high school transcript or a certificate of G.E.D. Students entering Naropa with less than 60 credits may contact the Office of Admissions for further information on the Portfolio Process. A maximum of 30 semester credits can be earned through Portfolio Process, although the average portfolio gains 15-18 semester credits.

3. Advanced Placement and International Baccalaureate
Naropa College accepts both Advanced Placement and International Baccalaureate credit. Please call the Admissions Office for more details.

Tuition Deposit
Once a student is accepted, a non-refundable, non-transferable deposit of $250 must be paid by May 1st to reserve a space in the program. This deposit may not be deferred to another semester and is returned to an enrolled student either upon graduation or upon official withdrawal from Naropa.
A student filing a Withdrawal Request Form located in the Bursar’s Office constitutes official withdrawal. See the Financial Aid and Tuition and Fees sections for more information.

Certificate Program
Students who have completed at least 60 semester credits are eligible to apply for the Certificate Program, which is available in any B.A. department except Environmental Studies, Traditional Eastern Arts and Writing and Literature. The program enables students to intensively study any subject offered at the undergraduate level without having to meet the 60 semester credit hour residency, general education, contemplative arts, or writing proficiency requirements. The Certificate Program requires one year of study (30 semester credits). At least 12 semester credit hours must be taken in the field in which the Certificate will be awarded. Certificate Programs are awarded at the discretion of individual academic departments.

B.A./M.A. Program Admission
Prospective students who have 90 or more undergraduate credits from outside Naropa may inquire about the combined B.A./M.A. program. This program enables students to complete their last 30 undergraduate credit hours at Naropa College and then enroll in a graduate program. Following completion of a total of 60 Naropa credit hours, including all undergraduate degree requirements, the student then receives the B.A. degree. The B.A./M.A. program is open only to those not currently enrolled as a degree-seeking student at Naropa University.

Prospective students who wish to apply to the B.A./M.A. option must contact the Admissions Office and apply to and gain acceptance into both the B.A. and M.A. programs of their interest. Acceptance into a B.A. program does not guarantee acceptance into the relevant M.A. program. Students who gain acceptance into a B.A. program but not to the M.A. program are classified as undergraduate students and may enter the B.A. program only.

Students accepted for the B.A./M.A. program must notify the M.A. program one semester prior to completion of B.A. course work, and the student's B.A. program advisor must approve the completion of all B.A. work.

The only programs that participate in the B.A./M.A. program are: Early Childhood Education (B.A.), InterArts (Dance Therapy, Dance, Music & Theater) (B.A.), Music Therapy (M.A.), Visual Arts (B.A.), and Somatic Psychotherapy: Dance/Movement Therapy & Body Psychotherapy (M.A.).

CHANGING YOUR MAJOR OR PROGRAM
Declaring Your Major (moving from Naropa Core to an upper-division major)
Students who have satisfactorily completed a total of 60 lower-division credits are eligible to declare a major. To best prepare for the major declaration process, students should meet with the B.A. Advisor throughout their first two years at Naropa, in order to gain advice on how to complete graduation requirements and fulfill any prerequisites needed to enter the major of his/her choice. To view major prerequisites, please consult the departmental description of majors in the following pages of this catalog.

From One B.A. Major to Another
Students who wish to change from one B.A. major to another must fill out a "Change of Major" request form (available outside the Registration Office). The student's current program advisor and new program advisor must sign this form. Forms must be submitted to the Registration Office and the Financial Aid Director. This process must be completed at least one full semester before a student's graduation date or they may not have time to fulfill requirements for graduation.
From a Certificate to a B.A. Program
Students who wish to change from a certificate to a B.A. program must have their admissions application reviewed. Additional materials may be required and an application fee must be paid. Contact the Admissions Office for more details.

From a B.A. to a Certificate Program
Students who wish to change from a B.A. to a certificate program must fill out a “Change of Major” request form (available outside the Registration Office). The student's current and prospective advisor must sign this form. Completed forms must be submitted to the Registration and Financial Aid Offices at least one full semester before graduation to ensure all requirements are met.

From A Visiting Student to A Degree Student
Visiting Students may apply to become a degree-seeking student at Naropa after spending a semester or year as a Visiting Student. Application materials from the previous application may be used and no additional fee is required. If the student has 60 credits or more, they must complete any supplemental application materials required by the department. Admission is not guaranteed. If accepted, students need not pay another $250 deposit although they must pay a $30 fee to transfer their non-degree Visiting Student Naropa credits into their degree program.

International Student Admission
Please see the International Student Section in the Graduate Admissions portion of this catalog.

Alternative Ways of Attending Naropa (coming for a semester, year, as a part-time student, or for a Continuing Education course)
Please consult the Alternative Ways of Attending Naropa section of this catalog located at the end of the Graduation Admissions section.
NAROPA UNIVERSITY'S GRADUATE SCHOOL ADMISSIONS

In keeping with the philosophy of contemplative education, Naropa University's Graduate School values and seeks to foster an individual's aspiration to contribute to the work with understanding and compassion. The Academic Departments' Admissions Committees consider inquisitiveness and engagement with the work as well as previous academic achievement when making acceptance decisions. A student's statement of interest, interview, letters of recommendation and supplemental application materials play important roles in the admissions process. G.R.E. scores are not required.

Deadlines
Naropa's Master in Fine Arts Program in Writing and Poetics has a firm deadline by which all completed applications must be received. The M.F.A. program admits students in the fall, spring and summer Semesters; however, students are encouraged to begin in the summer. The dates are the following:
- February 1 for fall and summer semester admission
- November 1 for spring semester admission

All other Master's Programs offered at Naropa's Graduate School use a Suggested Deadline as the initial deadline for receiving completed applications. Any applications received after the Suggested Deadline will be reviewed by the Admissions Committee if space is available. Consequently, we encourage early application. To see if spaces are open after the Suggested Deadline, please call the Admissions Office. Please note that all M.A. programs admit students only for the fall semester.

Suggested Deadline Date
- February 1 for fall 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 consists of:
- a completed application form
- a $50 fee (waived for international students)
- a three to five-page typed, double-spaced statement of interest
- a resume
- three letters of recommendation (all must be on the forms provided and not from family members)
- official transcripts of all previous college-level study, and reflecting the completion of a Bachelor's Degree, sent directly to Naropa's Admissions Office from the Registrar of previous institutions
- a supplemental application form as may be required by specific departments or programs
- proof of prerequisites as may be required by specific departments or programs
- manuscripts and portfolios as may be required by specific departments

Applications will be reviewed after the Admissions Office receives all the aforementioned materials. For most programs, selected applicants are required to come to the University for an interview. International applicants are strongly urged to come to campus for an interview if they receive an invitation from the Admissions Committee, however occasionally telephone interviews may be substituted. If an overseas applicant is granted a phone interview, the phone call will be at the expense of the applicant.

Additionally, each degree program may require additional information or materials from applicants. Program admission requirements are detailed below:

Admissions: Naropa University's Graduate School Admissions 15
**Graduate Admission Requirements by Degree Program**

**M.A., Buddhist Studies**

Applicants must demonstrate personal maturity and strong academic skills. They must have an interest in studying religion in a non-sectarian context. An in-person interview is required for the Engaged Buddhism track. Language and Contemplative Religions tracks require either an in-person or phone interview.

**M.A., Contemplative Education**

Applicants to this program must meet all requirements for admission to Naropa University as well as have a basic academic background in the areas of child and/or human development. Applicants must also have previous teaching experience at any level of instruction and a willingness to participate in mindfulness meditation and related awareness experience as an integrative part of the academic journey.

**M.A., Interdisciplinary Studies**

Applicants to this program must meet all basic requirements for admission to Naropa University as well as provide a clear, well thought out plan for interdisciplinary and self-designed study. Students must demonstrate ability for independent study and self-direction and will be contacted for an in-person or telephone interview.

**M.L.A., Creation Spirituality**

Students interested in this degree which is offered at our branch campus in Oakland, California should contact the campus directly at (510) 835-4827, ext. 19 and request a Naropa Oakland Campus catalog.

**M.A., Environmental Leadership**

There are no specific course prerequisites, however undergraduate coursework in Natural/Earth Sciences, Anthropology and U.S. Government are strongly recommended. A supplemental application and in-person interview are required.

**M.A., Gerontology and Long-Term Care Management**

Applicants must show considerable maturity and strong motivation for improving long-term care services for elders and others with disabilities. Some prior experience, paid or volunteer, in elder services or long-term care is strongly recommended. There are no specific course prerequisites for the program.

**M.A., Psychology: Contemplative Psychotherapy: Clinical Training Rooted in Buddhist Teachings**

Applicants must show considerable maturity and strong motivation for working with others. Some prior work experience in a clinical setting, either paid or volunteer, is strongly recommended. First-year students who do not have such experience will be encouraged to perform four hours per week of volunteer work in a mental health agency during the fall and spring semesters in preparation for internship. There are no specific course prerequisites for this program.

Selected applicants will be required to come to Naropa to participate in both a small group and individual interview. Applicants from overseas may, at their own expense and at the discretion of the faculty, substitute a phone interview for an on-campus interview.

**M.A., Somatic Psychology**

The Dance/Movement Therapy and the Body Psychotherapy M.A. programs have the following admission requirements.

1. Three semester credit hours (or 45 class contact hours) of coursework must be completed in each of the following:
   - Introduction to Psychology
   - Abnormal Psychology
   - Anatomy
   - Kinesiology
2. A minimum of 100 hours of fieldwork experience in service to others (e.g., hospital work and hospice.) Preferably the Bachelor's degree major will be in a field related to the helping professions.

Selected applicants will be asked to come to the University to participate in a day-long group movement interview. This is required for all applicants who are being considered. Applicants from overseas may, at their own expense and at the discretion of the faculty, substitute a phone interview and a videotape (submitted in NTSC signal in VHS format) for an on-campus interview. Group interviews are normally held in March, April and May. Applicants' admissions files must be complete before the interview.

All applicants must have strong academic skills, be motivated to work with others, and demonstrate a high level of literacy and integration of movement skills, literacy and integration. Additional requirements for each program in Somatic Psychology are as follows:

**Dance/Movement Therapy**

1. The Bachelor's degree would preferably be in a field related to dance therapy.
2. In-depth experience with at least four of the following forms: modern, ballet, jazz, tapp, folk dance, ethnic dance, yoga, Tai-chi Ch'uan, Aikido.
3. Intermediate level competency in modern dance technique and/or a maturity with integrating body and spatial awareness.
4. In-depth experience with improvisation and exposure to composition, performance, dance history and choreography.

**Body Psychotherapy**

A certificate of training, for a minimum of 400 hours, in an approved body/mind discipline, or progress toward certification must be completed by graduation. Some forms that have been approved are Rolffing, Aston-Patterning, Body-Mind Centering, Lomi, Hakomi, Alexander, Feldenkrais, and some massage certifications. Other forms will be evaluated by the department faculty.
M.A., Transpersonal Counseling Psychology

Prerequisites:

1. Coursework in Developmental Psychology, Abnormal Psychology and Theories of Personality or an equivalent.
2. Prior work experience in a clinical setting is recommended; experience in working with others is essential.
3. Personal maturity, and good written and verbal communication skills.
4. Supplemental Application(s).

An on-site interview is required for all applicants who are being considered. Applicants from overseas may, at their own expense and at the discretion of the faculty, substitute a phone interview for an on-campus interview.

Counseling Concentration
Applicants must meet all of the criteria listed above.

Art Therapy Concentration
Applicants must meet the criteria listed above and the additional requirements listed below.

1. Total coursework credits in psychology must equal 12 credits: including Developmental (3 credits), Abnormal Psychology (3 credits), and Theories of Personality (3 credits).
2. Fifteen credits of studio art classes, including Basic drawing (3 credits), painting (3 credits) and sculpture or clay (3 credits).
3. Supplemental Application including a 20-slide portfolio representing work in a diverse selection of media which includes: painting, drawing, and three-dimensional work and a description of the work.

Music Therapy Concentration
Applicants must meet the criteria for the M.A., Transpersonal Counseling Psychology program, complete the stated academic prerequisites, and meet the following additional requirements.

1. Competence with musical instrument or voice (as demonstrated in audition).
2. Knowledge of music theory (this requirement may be met through additional coursework at Naropa).
3. A course in History of Western Music.
4. Two Supplemental Applications.

M.F.A., Writing and Poetics
In addition to the standard application process, M.F.A. admission requirements include:

1. A strong background in literature
2. 15 pages of original poetry or 30 pages of original prose fiction, typewritten
3. A campus visit or phone conversation with one of the faculty members is recommended but not required
4. The M.F.A. Supplemental Essay

Tuition Deposit
Once a student is accepted, a non-refundable, non-transferable deposit of $250 must be paid by April 15th to reserve a space in the program. This deposit is returned to an enrolled student either upon graduation or upon official withdrawal from Naropa. A student filing a Withdrawal Request form located in the Bursar's Office constitutes official withdrawn. See the Financial Aid and Tuition and Fees sections for more information.

Deferral Policy
Naropa's Graduate School does not allow students to defer their acceptance. If a student requests to defer due to personal reasons, they may, with permission of The Office of Admissions, defer their application materials to another semester. Acceptance, however, is not guaranteed.

Moving From One Graduate Program to Another
Students interested in moving from one Naropa graduate program to another must go through the Office of Admissions and complete an entire application. Once the application is complete, it will be reviewed by the academic department. The department will make three decisions: 1) acceptance/denial 2) amount of credit that will transfer from one program to the other and 3) which semester the student may begin his/her studies.
INTERNATIONAL STUDENT ADMISSION

International students are a valued part of Naropa community and are encouraged to apply. The University currently has 45 international students representing 20 countries.

The application process for international students includes those procedures previously outlined for domestic undergraduate and graduate students: (waived application fee), statement of interest, transcripts, recommendation letters, and resume (for graduate students) must be included. In addition, international students must (1) document English language proficiency by scoring 550 or better on the Test of English as a Foreign Language (TOEFL) for undergraduate students and a 600 or better for graduate and (2) document sufficient financial resources to pay for tuition and living expenses for the first year of study at Naropa. As of spring 2000, the necessary financial resources are $25,000.

Applicants should have all records of secondary and post-secondary education — including grades earned for individual subjects — translated into English and forwarded to Naropa Admissions Office for evaluation with other application materials. To determine whether an international applicant has satisfied undergraduate or graduate entrance requirements, our Admissions Office references to evaluate U.S. equivalencies.

In the event that an applicant is from a country that is not described in these references, we ask the applicant to submit his or her transcript to an independent evaluator. The applicant pays the additional cost of evaluation, which generally costs between $50-$100.

Students who plan to enter the U.S. to visit the school before being accepted into a degree program should request that their tourist visas be stamped "Prospective Student". Students planning to enroll in summer courses only should apply for a tourist visa.

Student Visas
The Admissions Office will issue a Form I-20 (Application for F-1 student visa) when the following conditions have been met:

1. The applicant has been accepted into a degree program at Naropa University.
2. The Admissions Office has documentation of financial resources for the first academic year (usually nine months). Financial documentation must show the ability to pay both tuition and living expenses. It can be in the form of a personal bank statement, letter of support accompanied by a bank statement from whomever will be providing support and/or a letter from a government or private foundation which is providing support stating the amount of aid. For the academic year of 2000-2001, international students must show proof of $25,000.

3. The Admissions Office receives the following information about the applicant and any dependents (spouse or children) that may be accompanying the applicant: first and last name, birth date, country of birth and country of citizenship.

4. The student has paid the $250.00 confirmation deposit. The deposit can be paid in two ways:
   - In U.S. money drawn on a U.S., Canadian or United Kingdom Bank.
   - The equivalent of $250.00 U.S. in the student’s currency drawn on an international bank.

After students receive the Form I-20, they may use it to apply for an F-1 student visa at the U.S. Consulate or Embassy in their home country. The F-1 student visa is valid for the duration of each student's program. To maintain F-1 status, students must attend courses full-time and remain in good academic standing.

Full-time is defined as 9 credits per fall and spring Semester for graduate-level students, and 12 credits per semester for undergraduate-level students. Naropa has a part-time International Student Advisor whose job it is to assist international students to understand their obligations under their visa status, and to help them use the resources available to them to pursue their educational and career goals.

Employment
International students may only be employed in the United States as participants in the on-campus work-study program, or as trainees in the form of a required internship or on a practical training extension of the F-1 student visa.

Health Insurance
All international students are required to carry health insurance. During their stay in the United States, students must either enroll for group coverage through Naropa, or provide proof of other medical coverage.
Documentation of English Proficiency

Applicants who are citizens of a country in which English is not the primary language must send documentation of English proficiency in order to be admitted to the University. Proof may include the results of the Test of English as a Foreign Language (TOEFL). TOEFL scores are required of an applicant when other evidence does not clearly establish English proficiency. It takes approximately four to six months from the time the applicant first contacts TOEFL for registration information to reach our Admissions Office and we receive TOEFL scores. Applicants who take the exam in Europe (including Cyprus, Great Britain, Iceland and Turkey) should write to: CITO TOEFL, P.O. Box 1203, 6801 BE Arnhem, Netherlands, or phone (303) 882-5501 to locate the nearest TOEFL center. Applicants should request that scores be sent directly to Naropa University (School Code: 3942).
ALTERNATIVE WAYS OF ATTENDING NAROPA

1. Visiting Student Program
This program is for graduate and undergraduates students currently enrolled at another institution, who would like to spend a semester or year at Naropa. These students must apply for admissions using the Visiting Student Application. They will work with the Director of Admissions to choose classes and work out details between the two educational institutions. Consortium agreements may be created to allow an exchange of some financial aid. This program is for full-time students.

2. Part-Time Visiting Student
The Part-time Visiting Student program allows people who want to take a Naropa class for credit, but wish to remain as part-time (0-11 credits), non-matriculated students. These students need not apply for admissions. They should contact the Registrars Office. Written permission must be gained from the Department Head and not all courses are open to this program.

3. Dual Enrollment
Students currently enrolled in high school, but who may want to take a course at Naropa must apply for admission using the Visiting Student Application and gain written permission from the department chair via the Admissions Director. Not all courses are open to this program.

4. Continuing Education
Each semester, Naropa School of Continuing Education publishes a catalog offering a selection of courses for students who wish to take classes without pursuing a degree at Naropa. This non-degree catalog offers selected graduate and undergraduate courses at the full tuition per credit hour rate or at a reduced tuition rate if not taken for credit. Phone (303) 546-3578 or (303) 245-4811 and request a free copy of the current non-degree catalog, which contains complete registration instructions.

There is no admissions process for those wishing to pursue non-degree/non-credit course study at the University. Prospective non-degree students should note that some course descriptions list prerequisites or state that enrollment requires permission of the instructor. Certain courses are open only to degree program students or by permission of the instructor, including all graduate courses in Contemplative Psychotherapy, Transpersonal Counseling Psychoiny, Buddhist Studies, and Writing and Poetics.

Students taking classes on a non-credit basis are not entitled to coursework evaluation, individual attention from the instructor or transcript services since non-credit courses are not graded.
TUITION AND FEES

The Naropa University Board of Trustees reserves the right to change tuition or fees without prior notice.

During the 2000/2001 school year, tuition is based on when you begin your program. All students who will be enrolling in a new program in the 2000/2001 year are considered new students and are billed under the New Student Tuition rate (please see the Table of Tuition and Fees). All other students are considered Returning.

The following tuition schedule applies to students entering for summer 1997 or later.

Please contact the Admissions Office for current fee information.

Please refer to the Student Handbook for explanation of the various types of credit and other policies and procedures.

TUITION PER CREDIT HOUR

Undergraduate Tuition, New $451.00
Undergraduate Tuition, Returning $430.00
Graduate Tuition, New $457.00
Graduate Tuition, Returning $457.00

- This rate applies to all students admitted to Naropa as program students for summer 1997, or later. These rates also apply to all former program students who were not enrolled or on an approved leave of absence in the spring semester, 1997. Please refer to the Student Handbook for more information.

LATE FEES

Late Tuition Payment
All outstanding balances are charged a yearly rate of 18%. Interest is compounded daily.
(over 21 days = disenrollment)
Tuition Deferralment Fee $50.00
Late Application for Graduation $15.00-$105.00
(see The Naropa University Student Handbook section on Graduation Procedures)
Writing Proficiency Assessment Late Fee $40.00

OTHER FEES

Change in Course Status $30.00
Duplicating Student Files (for outside agency) $30.00
(for students) $15.00

Cost of Programs

These figures are based on 2000-2001 tuition and fee rates, and are likely to change in future years. They also assume completing programs in the shortest possible time frame (Most programs can be completed within longer periods). These are the rates for new students.

Undergraduate

One-Year Certificate Program
Tuition (30 credits) $13,530
Fees for 2 semesters $560
Total cost for 1-year program $14,090

Bachelor of Arts Program
2-Year Program (entry as Junior)
Tuition (60 credits) $27,060
Fees for 4 semesters $1,120
Total cost for 2-year program $28,180

3-Year Program (entry as Sophomore)
Tuition (90 credits) $40,590
Fees for 6 semesters $1,680
Total cost for 3-year program $42,270

4-Year Program (entry as freshman)
Tuition (120 credits) $54,120
Fees for 8 semesters $2,240
Total cost for 4 years program $56,360

MANDATORY DEPOSITS

Confirmation Deposit $250.00
(non-refundable if the student does not matriculate)

MANDATORY FEES

Program Student Registration $250.00
(per semester, for fall & spring semesters)
Bus Pass (RTD Eco-Pass; fall/spring semester) $30.00
summer if registered or requested $15
(subject to change by RTD)

SUMMER REGISTRATION FEES:
5.5 credit hours or less $60.00
6.0 credit hours or more $120.00
Graduate

**Master of Arts in Somatic Psychology**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$27,420</td>
</tr>
<tr>
<td>Fees for 5 semesters</td>
<td>$1,400</td>
</tr>
<tr>
<td>Lab Fees (4 semesters)</td>
<td>$800</td>
</tr>
<tr>
<td>Total cost for 2-1/2-year program</td>
<td>$29,620</td>
</tr>
</tbody>
</table>

**Master of Arts in Buddhist Studies**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$27,420</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>$1,120</td>
</tr>
<tr>
<td>Intensive Meditation Program</td>
<td></td>
</tr>
<tr>
<td>(Dathun, paid to retreat center, estimate)</td>
<td>$1,200</td>
</tr>
<tr>
<td>Total cost for 2-year program</td>
<td>$29,740</td>
</tr>
<tr>
<td>One additional credit for language concentration</td>
<td></td>
</tr>
</tbody>
</table>

**Master of Arts in Dance/Movement Therapy**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$27,420</td>
</tr>
<tr>
<td>Fees for 5 semesters</td>
<td>$1,400</td>
</tr>
<tr>
<td>Total cost for 2-1/2-year program</td>
<td>$28,820</td>
</tr>
</tbody>
</table>

**Master of Arts in Gerontology and Long-Term Care Management**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (42 credits)</td>
<td>$19,194</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>$1,120</td>
</tr>
<tr>
<td>Total cost for 16-month program</td>
<td>$20,314</td>
</tr>
</tbody>
</table>

**Master of Arts, Psychology: Contemplative Psychotherapy (by year)**

**First Year:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (23.5 credits)</td>
<td>$10,739.50</td>
</tr>
<tr>
<td>Fees for 2 semesters</td>
<td>$560</td>
</tr>
<tr>
<td>Lab Fees for Group Process</td>
<td>$300</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$11,599.50</td>
</tr>
</tbody>
</table>

**Second Year:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (20.5 credits)</td>
<td>$9,368.50</td>
</tr>
<tr>
<td>Fees for 2 semesters</td>
<td>$560</td>
</tr>
<tr>
<td>Lab Fees for Group Process</td>
<td>$225</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$10,153.50</td>
</tr>
</tbody>
</table>

**Third Year:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (19 credits)</td>
<td>$8,683</td>
</tr>
<tr>
<td>Fees for 2 semester</td>
<td>$560</td>
</tr>
<tr>
<td>Lab Fees-Group Process</td>
<td>$200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$9,543</td>
</tr>
</tbody>
</table>

Maitri Room & Board (estimate; see program description) $2,900

Total cost of 3-year program at 2000/2001 (subject to change) $34,196

**Master of Arts in Transpersonal Counseling Psychology**

(Counseling, Art Therapy, and Music Therapy)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$27,420</td>
</tr>
<tr>
<td>Fees for 8 semesters</td>
<td>$2,240</td>
</tr>
<tr>
<td>Total cost for 3-year program</td>
<td>$29,660</td>
</tr>
</tbody>
</table>

- Students are responsible for the additional expenses incurred through the counseling experiential aspect of the program.

**Master of Fine Arts in Writing & Poetics**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (49 credits)</td>
<td>$22,393</td>
</tr>
<tr>
<td>Fees for 5 semesters</td>
<td>$1,400</td>
</tr>
<tr>
<td>Total cost for 5 semester program</td>
<td>$23,793</td>
</tr>
</tbody>
</table>

- Fees are calculated on the basis of $280 per semester. Students taking some of their program classes in the summer may incur lower fees for the summer semester.

* For Master of Contemplative Education and Master of Divinity, please contact the Bussa's Office.

**Notification of Increase in Tuition**

The Board of Trustees of Naropa University reserves the right to change any tuition and fees without prior notice. The Board generally decides on tuition and fee changes for the coming academic year at its spring meeting.

**Student Financial Policies**

Please refer to the Student Handbook for information on payment deadlines, late fees, fees for dropping, adding, withdrawal, and refund policies.
PAYING THE BILL

PAYMENT PROCEDURES AND RESPONSIBILITIES

All students are required and should be prepared to pay tuition and fees in full for each semester in U.S. dollars by the posted due date. Acceptable forms of payment: are cash, travelers checks, check, money order, VISA or MasterCard charge cards (there is a 2% processing fee for credit card payments). All payments are processed immediately. Post dated checks will not be accepted.

To save time, students who have correctly calculated their tuition are encouraged to mail their payments to the Bursar's Office. If assistance is needed in calculating the student tuition payment, please contact the Bursar's Office. Make sure the envelope is clearly marked "Attn: Bursar." All payments received by mail must be postmarked by the tuition due date and are subject to all late fees.

If the student is a returning student and has pre-registered for classes, a schedule/bill will be sent before the first day of the semester. Payment due dates will be posted by the Bursar's Office and in the Naropa Weekly. The due date and time apply whether or not the bill is received in the mail or whether the amount indicated on the bill does or does not include the most up-to-date charges.

Once the bill is paid, the fees for any added classes must be paid immediately to the Bursar.

For information about what to do for any classes dropped after the initial bill is paid, see "Refunds" (in the Student Handbook). Any questions concerning tuition payment or other financial policies should be directed to the Bursar's Office.

Tuition and Fees

During the 2000-2001 school year, tuition is based on when students begin their program.

All students who begin a program in the 2000-2001 year are considered new students, and are billed under Tuition Structure "B". (See the Table of Tuition and fees)

Tuition Structure "A"

Any student who began their program or was on leave of absence as of spring 1997 or before, and is still in the same program will use the "A" structure to calculate tuition.

Tuition Structure "B"

Any student who began their program in summer 1997 or later will use the "B" structure to calculate tuition.

Tuition Management Systems

Naropa University works with a company called Tuition Management Systems (TMS). TMS allows students to make monthly payments for tuition. The price for this service is $50 for one year or $35 for one semester. There are no interest charges. To find out more about this service, please contact the Bursar's Office or contact TMS at 1-800-722-4867.

Students Who Have Third Party Payers

If someone other than the student is paying for your tuition (parents, guardians, trust fund or another benefit facility), the student must come into the Bursar's Office and sign a "Third Party Payer" form. This form enables the Bursar's Office to bill tuition to the correct person or agency. Students will need to supply the Bursar with information pertaining to the billing situation, such as whom to contact, address, phone and fax number, and how long this agreement will remain in effect. Please contact the Bursar's Office for more information.

For students who are registered for an OOR class, the cost of the tuition for the class will be billed to a third party payer. However, the Bursar's Office cannot bill the cost of the instructor's fee to a third party payer. Students will be responsible for making payments to the instructor.

Returned Checks

All returned checks may be subject to a $20 return check fee, regardless of the reason for the return. If a check is written to any department at Naropa University, it will be considered a verified payment and subject to return check fees if it comes back to the Bursar's Office for non-payment.

When a check is returned to the Bursar's Office for non-sufficient funds (NSF) the first time, it will automatically be redeposited. If the check is returned a second time, a $20 returned check fee will be added to the total of the check. If the check was written to pay for tuition, tuition will be considered not paid and appropriate late fees will be added to the student's account in addition to the returned check fee.
Please be aware, according to Colorado State Law, that any NSF check that is returned as uncollectable can be turned over to the State Attorney's Office. At that point, it will be collected at three times the amount of the check or $100, whichever is greater. Please make payments on any returned check as soon as the student becomes aware of the situation.

If the student has any questions about their checks or their account in general, they should contact the Bursar's Office.

**Special Student Status**

If the student is a graduate student and has not finished their master's paper, thesis, or manuscript by the time they have completed all other course work required for their degree, they must register for a 0.5 credit Extended Paper, Extended Thesis or Extended Manuscript course, for each semester the project remains unfinished until they are officially graduated. Only one Extended Manuscript semester is allowed for Writing and Poetics Graduate students. See "Getting Advised: Finishing your Master's Work" (in the Student Handbook).

Paying for the 0.5 credit class and the student's bus pass entitles the student to "Special Student Status" which means that the student can be verified as a 1/2-time student while carrying 0.5 credits. See "Getting Registered: Special Student Status" (in the Student Handbook).

All deadlines and fees apply if the student registers for these or any additional courses.

**Deferred Payment Procedures**

**For Students on Financial Aid**

If the student's financial aid application is complete but the loan check has not arrived by the tuition payment deadline, the student may, with the approval of the Financial Aid Office and the Bursar, be granted a deferment for the amount of the loan check. The cost of this deferment is $50. This fee will be waived if the student is not responsible for the delay of the loan check. The student must apply for deferment before the tuition due date or they will be assessed the late fee as well as the deferment fee.

**For Students Not Receiving Financial Aid**

If the student is not receiving Financial Aid, any request for tuition deferment must be made in writing to the Bursar, who will be in contact for an appointment. All requests must be received no less than one week before the payment due date or the student may be subject to the tuition late fee as well as the deferment fee. If the student's deferment is granted, a $50 deferment fee will be added to the account.

<table>
<thead>
<tr>
<th>Table of Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Per Credit Hour</strong></td>
</tr>
<tr>
<td>Graduate Tuition, Structure A per credit</td>
</tr>
<tr>
<td>Graduate Tuition, Structure B per credit</td>
</tr>
<tr>
<td>Undergraduate Tuition, Structure A per credit</td>
</tr>
<tr>
<td>Undergraduate Tuition, Structure B per credit</td>
</tr>
<tr>
<td>Audit per credit</td>
</tr>
<tr>
<td>Portfolio Credit per credit</td>
</tr>
<tr>
<td>Out of Residence (OOR) per credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Deposits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Confirmation Deposit (non-refundable if you do not matriculate)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mandatory Fees</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Student Registration Fee per semester</td>
</tr>
<tr>
<td>RTD Bus Pass Fee fall / spring (subject to change by RTD)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Late Fees</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Deferral Fee</td>
</tr>
<tr>
<td>Late Application For Graduation</td>
</tr>
<tr>
<td>Late Graduation Clearance Form per late form</td>
</tr>
<tr>
<td>Maximum Graduation Late Fee</td>
</tr>
<tr>
<td>Tuition Payment Late Fee (first week) 18 % Interest, compounded daily</td>
</tr>
<tr>
<td>Writing Proficiency Evaluation Late Fee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Processing Fees</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned Check Fee</td>
</tr>
<tr>
<td>Change in Course Status</td>
</tr>
<tr>
<td>Duplication Student File, per page</td>
</tr>
<tr>
<td>Maximum Student File Duplication Fee</td>
</tr>
<tr>
<td>Financial Exception Processing Fee</td>
</tr>
<tr>
<td>(if deemed applicable by the Policy Committee)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Transcript Fees</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unofficial Transcripts</td>
</tr>
<tr>
<td>Official Transcripts</td>
</tr>
<tr>
<td>Charge to Fax Transcripts</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>Replacement Diploma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Failure to Pay Tuition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student fails to pay their tuition and fees in full by the due date, the account will be placed on hold. The student will also be subject to late fees and possible disenrollment. Disenrolled students remain liable for all tuition and fees.</td>
</tr>
</tbody>
</table>
If students fail to drop or withdraw, according to the policies and procedures printed in this catalog from courses or workshops for which they have registered or pre-registered, they will receive the grade of “F” and are liable for full tuition and fees for those courses, regardless of whether they attended the courses or not.

If a hold is placed on a student’s account, the following will happen:
1. Official transcripts will not be issued if there is any outstanding debt to Naropa University.
2. The student may not enroll in any class until all previous balances are paid.
3. An annual 18% interest rate for outstanding balances from the due date until they are paid will be charged.
4. Balances over 60 days old may be sent to a collection agency.
5. In case of default, the student is responsible for all costs of collections, including but not limited to reasonable attorney’s fees, costs of litigation, and collections agency fees.

REFUND PROCEDURES

Refund for a Dropped Course or Workshop
If the student drops a course and expects a refund, they must fill out a “Refund Request” form, available outside the Bursar’s Office. All student must submit a “Refund Request” form to receive a refund. Any student who has not submitted this form must wait until the term has been audited before receiving a refund.

The Bursar will confirm the student’s registration and reconcile the financial account to determine if a refund is due. Refund checks will be disbursed after the tuition payment deadline. Checks will be written no later than 20 business days after the “Refund Request” form is received or 20 business days after the tuition payment deadline, whichever is later. When the refund is complete, the student will be notified as to when the check will be ready to be picked up. The student may request to have the check mailed.

Refunds for Dropped/Withdrawn Courses - Fall & Spring

<table>
<thead>
<tr>
<th>When</th>
<th>Form to Use</th>
<th>What appears on Transcript</th>
<th>% of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 7 Days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall: 8/28 - 9/6</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition 100% fees</td>
</tr>
<tr>
<td>Spring: 1/16 - 1/24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Days 8-15  |
| Fall: 9/7 - 9/15 | Withdraw | Course title, grade of “W” | 50% tuition 0% fees |
| Spring: 1/23 - 2/2 |

| Week 4  |
| Fall: 9/16 - 9/22 | Withdraw | Course title, grade of “W” | 25% tuition 0% fees |
| Spring: 2/3 - 2/9 |

| Week 5  |
| Fall: 9/23 - 9/29 | Withdraw | Course title, grade of “W” | 0% tuition 0% fees |
| Spring: 2/10 - 2/16 |

| Week 6  |
| Fall: 9/30 - 10/6 | Withdraw | Course title, grade of “W” | 0% tuition 0% fees |
| Spring: 2/17 - 2/23 |

| Week 7  |
| Fall: 10/7 - on | No further changes allowed | Course title & letter grade, including “F” for no show | 0% tuition 0% fees |
| Spring: 2/24 - on |

Exception: If a student is totally withdrawing from the University (see “Withdrawal from the University” in the Student Handbook) and is receiving federal financial aid, see “Refunds and Repayment of Financial Aid,” (in the Student Handbook) because he/she may be subject to a different refund schedule.
Refunds for Dropped/Withdrawn Workshops - Fall & Spring

<table>
<thead>
<tr>
<th>When</th>
<th>Form to use</th>
<th>What appears on transcript</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until 3 PM on the first day of the workshop</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% fees</td>
</tr>
<tr>
<td>After 3 PM on the first day of the workshop</td>
<td>No further changes allowed</td>
<td>Course title &amp; letter grade, including “F” for no show</td>
<td>0% tuition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
</tbody>
</table>

*Actual dates for each course are published in the Schedule of Classes. Any questions, please contact Registration or the Bursar’s Office.*

Cash Exchange and Refund check Writing Policy

If the student is due money in the form of Financial Aid or a refund, a check will not be issued on the day of the request. After the check is written, it must be sent to be signed. Signed checks are returned to the Bursar’s Office on Tuesday and Thursday Mornings. Checks will be ready for pick-up after 10:00 am on Tuesdays and Thursdays. After the check has been delivered to the Bursar’s Office, the student may stop in anytime during normal business hours to receive the check. Checks requested on Thursday, Friday or Monday will be ready for pick-up any time after 10:00 am Tuesday. Checks requested on Tuesday or Wednesday will be ready for pick-up any time after 10:00 am Thursday.

Refund for a Canceled Course

If a course for which the student registered is canceled, the tuition for that class will be refunded, unless they have registered for a course to replace the canceled course. If a refund is not received, please contact the Bursar’s Office immediately.

Staff/Faculty Tuition Benefits

For benefit information, all staff and faculty should contact the Human Resources office.

Discounts

No discounts apply to degree seeking students credit tuition or fees. Full-time degree seeking students receive a 20% discount on non-credit Continuing Education classes. For more information on non-credit classes, please contact the Continuing Education Office.

Notification of Right to Increase Tuition

The Board of Trustees of Naropa University reserves the right to change any tuition and fees without prior notice.
FINANCIAL AID

Naropa University makes every attempt to assist students who do not have the financial resources to accomplish their educational objectives. University-funded financial aid programs, in coordination with federal financial aid programs, provide substantial assistance to students enrolled in Naropa's degree programs. Approximately 70% of Naropa degree students receive financial assistance in the form of loans, student employment, scholarships and grants. Funds for scholarships and grants are limited, therefore the largest percentage of aid received by students is in the form of federal loans.

INSTITUTIONAL SCHOLARSHIPS FOR DEGREE STUDENTS

Applicants for all scholarships listed in this section must: 1) Apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA as discussed below) or International Student Application if applicable. An analysis of the information on the financial aid application must indicate financial need as determined by federal and institutional assessment methods. 2) Have a completed Admissions application on file for one of the University's degree programs. 3) Complete a Naropa University Supplemental Scholarship Application for Returning Students (for all scholarships except the Naropa Scholarship for Entering Students).

Gerald Red Elk Scholarship
Awarded to one American Indian student at a time. The award amount is $4000 and is renewable. The scholarship was established to honor Gerald Red Elk. To qualify, the applicant must write an essay which documents past or current service to American Indian people or intended use of the degree in service to tribe. Applicant must also submit proof of tribal membership. Materials should be submitted to the Financial Aid Office.

Monastic Scholarship
Awarded to one student at a time, who is an ordained monk or nun of any religious order. The award amount is equal to full tuition and fees and is renewable. Naropa's Religious Studies Department should be contacted for more information.

Naropa Scholarships For Entering Students
Awarded to a limited number of entering, full-time students from all programs. The award amount ranges from $500-$2000 per year. Awards are based on evidence of special talents, knowledge, work or community service experience that the student will bring to Naropa University. The application should consist of a one page essay which outlines special qualifications. The essay should be sent to the Director of Financial Aid. Students must be accepted into a program before being considered for this scholarship.

The Martha Bonzi Scholarship
Awarded to one entering M.A. Buddhist Studies student per year. The award amount is $5000 per student and is renewable. The scholarship is based on motivation to serve others and academic performance. Selection of the recipient will be based on an assessment of the admissions application. No separate scholarship application is required.

Colin Wolcott Music Scholarship
Awarded to two outstanding undergraduate music students each year by Naropa's Music Department. The award amount is $1500 per student and is non-renewable. Naropa's Music Department should be contacted for more information.

The Hiro Yamagata Scholarship
Awarded to one entering M.F.A. Writing and Poetics student of minority ethnic background per year. The award amount is $2,500 - $3,000 per student. The scholarship is based on a demonstration of creative and academic excellence. Selection of the recipient will be based on an assessment of the admissions application. Students who wish to be considered for this scholarship should include a brief statement to this effect with their admission application and be sure to fill in the ethnic background section of the admissions application.
The William S. Burroughs Scholarship
Awarded to one second-year M.F.A. Writing and Poetics student per year. The award amount is $2000, which will be applied toward the student's second Summer Writing Program tuition. Applications should be submitted to the Summer Writing Program Office and should consist of a 750-1000 word essay (5-7 pages) discussing Burroughs' influence on the arts in general or on particular genres.

The Jack Kerouac Scholarship
Awarded to one second-year M.F.A. Writing and Poetics prose student per year. The award amount covers tuition for the student's second Summer Writing Program. Applications should be submitted to the Summer Writing Program Office. The application should consist of, a one-to-three page personal letter describing contributions and activities within the Writing and Poetics Department, the University and the larger artistic community as well as recent professional accomplishments including publications, current literary and cultural projects and involvements. Please also submit a writing sample of prose, 5-10 pages. The application deadline is April 15.

The Ted Berrigan Scholarship
Awarded to one second-year M.F.A. Writing and Poetics poetry student per year. The award amount covers tuition for the student's second Summer Writing Program. Applications should be submitted to the Summer Writing Program Office. The application should consist of a one-to-three page personal letter describing activities with the Writing and Poetics Department, the University, and the larger artistic community, as well as recent professional accomplishments including publication, current literary and cultural projects and involvements. Please also submit a 5-10 page sample of poetry. Application deadline is April 15.

Zora Neale Hurston Scholarship
Awarded to selected students from diverse cultural and ethnic backgrounds for one session of the Summer Writing Program. The award amount covers partial to full tuition (for all recipients) and housing costs (for out-of-state recipients) for one session of the Summer Writing Program (credit or non-credit). The scholarship is based on exceptional literary merit and promise as well as financial need. Qualified applicants should contact the Department of Writing and Poetics to receive an application. Zora Neale Hurston Scholarship Students need not be degree-seeking to apply for this scholarship.

The Jim Speary Memorial Scholarship
Awarded to one student who exemplifies the vision and goals of the Gerontology and Long-Term Care program. The award amount is $1000. Naropa's Gerontology Department should be contacted for more information.

The VB Scholarship
Awarded to a continuing M.A. student in Dance/Movement Therapy or Body Psychotherapy. Award amounts are subject to receipt of donation by donor and are awarded for the full semester only. Applications are available in the Somatic Psychology Department.

The President's Leadership Scholarship
Awarded to outstanding degree-seeking undergraduates who have completed at least one full semester and will have completed at least two semesters by May. Funds for this scholarship are raised in May in a special fundraising event led by the President of Naropa. The application materials for this scholarship are due on April 1. Recipients and amounts awarded are announced in May, after the fund raiser. To apply, applicants must: (1) Submit a resume, cover letter and letter of recommendation from faculty, staff, advisor, SUTNI member, or supervisor. (2) Have applied for financial aid by completing the Free Application for Federal Student Aid or the International Application if applicable. The application must exhibit financial need. (3) Submit a Naropa University Supplemental Scholarship Application for Returning Students (4) Have a G.P.A. of 3.0 or higher from study at Naropa. It is not necessary to submit a transcript. (5) Submit a 2-page essay which describes: (a) outstanding leadership and service activities in the community at large or in the Naropa Community (examples include, but are not limited to: work experience, volunteer work, SUN work, fieldwork, internship) and (b) evidence of one's dedication to course of study and/or a vision for the future application of the Naropa education. The top candidates will have a personal interview with John Cobb, the President of Naropa University. Application materials must be submitted to the Financial Aid Office no later than April 1 for the following academic year.

Honor Scholarships for Continuing Graduate Students
Awarded to approximately 25 outstanding graduate students who have been enrolled in a graduate degree program for at least one full semester and will be completing at least a second semester during May. The award amount ranges from approximately $2000 to $6000 per person. In addition to having financial need (as evidenced in the financial aid application), criteria and procedures for applying are as follows: (1) Applicants must be at least half-time (minimum 6 credits) for at least one semester during the award year for which the student is applying. (2) Applicants must submit a resume and a letter of recommendation from a faculty member, advisor, SUN member or staff. (3) G.P.A. from study at Naropa must be 3.3 or higher. (4) Applicants must submit a letter of application/essay (5 pages maximum) which articulately describes several or all of the following: (a) One's personal journey to Naropa University and path encountered while a student here. If applicable, one may include evidence and discussion of transformation and connection or outstanding initiative and resourcefulness, as well as obstacles encountered on one's path. (b) One's professional or academic accomplishments. (c) Activities and service to the community at large or the Naropa Community (examples include

28 Financial Aid
work experience, volunteer work, fieldwork, internship, work-study, S.U.N work, awards or honors received). (d) Dedication to one's course of study, and vision for the future use of the Naropa degree. (5) Submit a Naropa University Supplemental Scholarship Application for Returning Students. Please submit application to the Director of Financial Aid. The due date for all applications is April 1. Recipients are announced in early May. Money will be disbursed in the subsequent academic year.

SCHOLARSHIPS FOR NON-DEGREE STUDENTS

American College Dance Festival Association

Awarded to a summer dance student. Auditions for this scholarship are held regionally throughout the U.S. by the ACDFA. Contact the InterArts Studies Dance/Movement Studies for more information at (303) 546-3519.

Institute of American Indian Arts

Each year, the Summer Writing Program at Naropa works with the Institute for American Indian Arts in Santa Fe, New Mexico to offer a Summer scholarship to one B.A. student from I.A.I.A. This student is chosen by I.A.I.A. faculty in conjunction with the Naropa Faculty. They receive full tuition for the Summer Writing Program for 6 B.A. credit hours as well as housing costs from mid-June to mid-July. For more information please contact the Summer Writing Program at (303) 546-5296.

Zora Neale Hurston Scholarship

Please see description as listed on page 28.

State Scholarships and Grants

Naropa University is not eligible for funds from the state of Colorado. You may, however, be eligible for scholarships or grants from the state in which you are a resident. Please contact the Financial Aid Office for the phone number and address of your state agency.

OTHER FINANCIAL RESOURCES

Privately-Funded Scholarships

Students are encouraged to apply for scholarships and grants from private foundations. Students are also encouraged to make use of the reference sections of public and college libraries in their home towns.


Veterans' Benefits

The University is approved for Veterans' Benefits. Veterans should request information on eligibility requirements and application procedures from the Financial Aid Office or from their local Veterans' Administration branch.

OTHER AID PROGRAMS AVAILABLE FOR BOTH GRADUATE AND UNDERGRADUATE STUDENTS

Federal College Work-Study

This is a federally-funded work program that is awarded as part of a need-based financial aid package. Students work five to twenty hours per week within the University at a pay scale beginning at $7.00 per hour. The rate of pay increases to $8.00 per hour after the student has worked a total of 450 hours and to $9.00 per hour after the student has worked over 600 hours total. Position announcements are posted on the job board outside the Student Services Office. Students receive a monthly paycheck for the hours worked each month. Although there is a large work-study program at the University, employment is not guaranteed for every student. Hiring is at the discretion of the area supervisor.

Naropa Student Employment

This is a University-funded work program available to needy International Students. The pay scale starts at $7.00 per hour. The rate of pay increases to $8.00 per hour after the student has worked a total of 450 hours and to $9.00 per hour after the student has worked over 900 hours total. International students may not work more than 20 hours per week. Positions are posted on the job board outside the Student Services Office. Students may also contact offices and departments directly regarding possible positions. Students receive monthly paychecks for the hours worked each month. Although the University funds a large Student Employment program, employment is not guaranteed for every student. Hiring is at the discretion of the area supervisor.

Federal Stafford Loan

The Federal Stafford Loan is a long-term, low interest (variable with a maximum interest rate of 8.25%) need-based loan. Annual loan limits are as follows:

- Freshman Year: $2,625/year
- Sophomore Year: $3,500/year
- Juniors and Seniors: $5,500/year
- Graduate Students: $8,500/year

Interest is subsidized (paid) by the federal government as long the student is attending school at least half-time. Repayment begins six months after the student ceases to be enrolled on at least a half-time basis. The minimum monthly payment is $50, and the loan must be completely repaid within 10 years.
Federal Unsubsidized Stafford Loan
The Federal Unsubsidized Stafford Loan is a low interest (variable with a maximum interest rate of 8.25%) non-need-based loan. Students who do not qualify for the Federal Stafford loan or who wish to apply for more than the annual limit for the Federal Subsidized Stafford Loan may qualify for this loan. All the terms are the same as for the Federal Stafford loan except that interest begins accruing immediately. For dependent students, the annual limits for the combination of Federal Subsidized and Unsubsidized Stafford Loans cannot exceed the annual limits for the Subsidized Stafford.

For Independent students the annual limits for the combination of subsidized and unsubsidized Stafford are as follows:
- Freshman Year: $6,625/year
- Sophomore Year: $7,500/year
- Juniors and Seniors: $10,500/year
- Graduate Students: $18,500/year

FINANCIAL AID PROGRAMS FOR UNDERGRADUATE STUDENTS ONLY

Naropa University Grant
Awarded to needy, full-time, degree-seeking undergraduate students. The award amount ranges from $1000-5000. The Naropa University grant is a University-funded grant program.

Federal Perkins Loan
Formerly known as the National Direct Student Loan program, Perkins Loans are long-term, 5% interest need-based loans administered by the University for which repayment begins six to nine months after the student drops below half-time status.

Federal PELL Grant
This is a Federal need-based grant for which students may be awarded anywhere from $400 to $3300 for the academic year, disbursed in equal payments each semester.

Federal Supplemental Educational Opportunity Grant (SEOG)
This is a small Federal grant program. Awards range from approximately $500 to $1000 per year and are made to a limited number of extremely needy applicants.

Federal Parent Loan for Undergraduate Students (PLUS)
This loan is available to parents of dependent undergraduate students. The PLUS loan is a long-term variable interest loan not to exceed 9%. Payment on principal and interest begins immediately on the PLUS.

CONDITIONS FOR QUALIFYING FOR FINANCIAL AID FOR DEGREE SEEKING STUDENTS

1. Applicants for financial aid must have a completed admissions application.
2. Applicants who are U.S. citizens or eligible U.S. permanent residents must complete the Free Application for Federal Student Aid (FAFSA). International Students must complete the International Student Application.
3. Applicants must document financial need by complying yearly with the application process and deadlines outlined below.
4. To receive aid, a student cannot owe a refund on any form of Federal or State aid or have been in default status on any student loan.
5. To receive aid, students must be enrolled at least half-time (at least 6 credit hours) in a program at the University leading to a degree. No financial aid is available for Certificate programs or for students who are only registered for extended manuscript.
6. Students must maintain Satisfactory Academic Progress in order to continue receiving financial aid. It is every student's responsibility to know this policy as described in this catalog.

If a student receives financial aid, he/she is responsible for reading and understanding all policies contained in this catalog, as well as any other correspondence received regarding financial aid. The Financial Aid Office will be happy to discuss any questions regarding any correspondence, once it has been thoroughly read. Students are liable for any funds inadvertently or incorrectly disbursed to them.

FINANCIAL AID FOR INTERNATIONAL STUDENTS

International students are eligible for Naropa Student Employment, the Naropa University Grant and Institutional Scholarships (see the scholarship section for descriptions.) Prospective students from other countries should also explore possibilities of funding from their governments and from private foundations. To be considered for the above sources of financial aid, applicants must complete the Financial Aid Application for International Students which is available from the Admissions or the Financial Aid Office, and have a complete admissions application on file for one of the University's degree programs. Students must reapply for financial aid for each subsequent year of study. No international student should expect more than a maximum of $3,000-$6,000 of financial aid per year. At least half of this aid will be in the form of student employment. New students are encouraged to complete the Financial Aid application by March 31 for the next academic year, however late applications will be accepted. Current International students must submit the financial aid application by the March 31 deadline in order to be considered for all types of aid available to International Students. For further information on private sources of scholarships for international students the following websites are recommended:
Canadian Student Loan Program
Residents of Canada may apply for educational loans through this program. Applications are available through the Canadian provincial governments.

HOW TO APPLY FOR FINANCIAL AID

Academic Year, Annual Basis
Financial aid is applied for on an annual basis, and awards cover one academic year only. Students must re-apply each year in the spring for financial aid for the following year. Please note deadlines in the following section. The academic calendar for financial aid purposes begins in the summer.

U.S. Citizens and Resident Aliens
(International Students, please see the International Section)

Application Forms
1. FAFSA
The first step in applying for financial aid is to complete the Free Application for Federal Student Aid for the appropriate academic year. Send it directly to the federal processor in the envelope provided with the instructions or complete the FAFSA on the web. The FAFSA form is available after January 1 for the subsequent academic year. Naropa's Title IV code is: 014652. Questions will be asked regarding income information from the prior calendar year. For example, in January 2001, the '01/02 FAFSA will be available. This form must be completed to apply for aid for summer '01, fall '01, and spring '02. The '01/02 FAFSA income questions relate to earnings during the 2000 calendar year. If students are required to file tax returns for that year, they must use the data from their tax return to answer the income questions. The FAFSA is available in the University's Admissions and Financial Aid Offices, or from any local college or high school. If students have previously applied for financial aid, they may also receive a Renewal FAFSA in the mail. New students do not have to wait until an admission application is on file to complete the FAFSA, however the Admissions application must be complete in order to receive a financial aid eligibility letter. Students are strongly encouraged to file the FAFSA on the web at: http://www.fafsa.ed.gov.

Please Note:
For continuing students the FAFSA must be received by the federal processor by March 1 in order to be considered on time for the first step. In order to do this, tax returns must be completed before March 1. If this is not possible, complete and mail the FAFSA by March 1 using estimated income (estimating does not mean guessing). Please be aware that if the student chooses to file using estimated income, a copy of the completed tax return to the Financial Aid Office must be submitted before eligibility for financial aid can be determined. Completing the FAFSA based on estimated information will delay the process, therefore it is urged that students file the FAFSA based on completed tax returns.

Suspicion of Fraud
The Financial Aid Office is required by law to report students to the Office of the Inspector General and/or local law enforcement officials if it is suspected that information has been misreported and/or altered for the purpose of increasing financial aid eligibility, or fraudulently obtaining Federal funds.

2. Student Aid Report (SAR)
A few weeks after mailing the FAFSA to the federal processor, a Student Aid Report will be received. Read this report very carefully and follow the instructions. If any data is incomplete, ineligible, missing, or conflicting, please correct, and re-submit the form to the federal processor. If everything is correct, sign and submit the entire SAR to the Financial Aid Office.

3. Verification, and other miscellaneous documents
Students may have been notified in the SAR that they have been selected for verification. This means that they must complete the verification worksheet, which is mailed from the Financial Aid Office, attach a copy of tax returns, and submit the SAR, the tax returns, and the verification worksheet to the Financial Aid Office. If the student filed the FAFSA based on estimated tax returns, a copy of their tax returns must be sent with the SAR, to the Financial Aid Office. The Financial Aid Office may request additional information if any information appears to be incomplete or conflicting.

4. Financial Aid Eligibility Letter
Once the Financial Aid Office has received all the necessary documents, the student will be mailed a financial aid eligibility letter, and cover letter. This letter explains what types of aid the student is eligible for and the amounts for which they are eligible. The cover letter describes each aid type. Please read the cover letter thoroughly since the student is responsible for understanding all information contained in this letter if they agree to accept any of the aid. The financial aid eligibility letter must be signed and returned to the Financial Aid Office.
One copy should be kept for personal records. If the student agrees to accept any portion of a loan, they must complete the additional steps listed below.

5. Required Financial Aid Quiz and Budgeting Worksheet
All students, both new and continuing, receiving financial aid are required to complete and return a financial aid quiz and budgeting worksheet. The Budgeting worksheet is enclosed with the Financial Aid Eligibility Letter. The quiz is accessible on-line (see the Financial Aid Eligibility Letter for the quiz's website address). These must be completed before the loan application will be processed.

6. Loan Application
If students are eligible for the Federal Stafford or Federal Unsubsidized Stafford loans, and wish to accept any portion of the loans, they must complete the quiz and budgeting worksheet. They will
be certified for the loan amount indicated on the budgeting worksheet or for the loan amount indicated on the Financial Aid Eligibility Letter, whichever is less. The Financial Aid Office certifies the loan amount and submits it electronically to a guarantee agency. Once the loan is guaranteed, the guarantee agency will make the student's Master Promissory Note available to the student on its website. The student accesses the website to complete the quiz and fill out the Master Promissory Note. The student prints out a signature page, signs it, and mails it to the guarantee agency. **If the student does not complete the Master Promissory Note (MPN) over the web, then the guarantee agency will mail a paper MPN for the student to sign and return.** The MPN should be submitted at least 8 weeks prior to the loan due date in order for the loan funds to be received in time to pay tuition.

The student signs a MPN at Naropa only once, unless the student decides to change lenders. For the student's subsequent years of study at Naropa, the student follows the same procedure of turning in the quiz, budgeting worksheet and signed award letter, but no longer prints out and signs the MPN.

7. Loan Counseling Session

If students are receiving loans for the first time at Naropa, they must attend a loan counseling session before any loan funds will be released. The loan counseling session is held during orientation week at the beginning of each semester.

Deadlines

1. FAFSA Deadline

Returning Students: March 1 is the deadline to submit the FAFSA to the Federal Processor in order to be considered on time. For the summer and fall semesters, financial aid applications must be received by the Federal Processors no later than this date to be considered for campus-based aid (Naropa Grant, Federal Perkins loans, Federal SEOG and Work-study). Students may apply for Federal Stafford loans throughout the year. If students are unable to file an application by this date, please contact the Financial Aid Office about remaining financial aid availability.

New students: New students are strongly encouraged to submit the FAFSA to the federal processors by March 1, however, late applications for new students will be considered for all forms of aid. New students applying for aid for the spring semester should submit the FAFSA to the federal processor by October 1.

2. Verification and Supporting Documentation

As mentioned above, students are notified on the SAR if they have been selected for verification. If selected for verification, please submit the SAR, the verification worksheet, tax returns or other requested supporting documentation, no later than 6 weeks after filing the FAFSA. Failure to submit documentation in a timely manner will result in delayed aid.

3. Requesting Loan Money

The Master Promissory Note must be submitted at least 8 weeks before the tuition due date in order to guarantee that loan funds arrive by the time that tuition is due. If the student is requesting more money during the course of the academic year, then the student must submit another budgeting worksheet or appropriate documentation indicating the need for additional loan money. The deadline for submitting such documentation is 4 weeks before the tuition due date.

Enrollment Status

Financial aid is awarded based on the intended enrollment status indicated by the student on the FAFSA, or other correspondence. Financial aid eligibility may be different for full-time (at least 12 credits for undergraduates, 9 credits for graduates), half-time (at least 6 credits), and for undergraduates three-quarter-time (9 credits). Students must notify the Financial Aid Office immediately of any change in enrollment status, so that financial aid may be adjusted. Please be aware that the definition for half-time and full-time status is the same for summer as for fall and spring. If students are enrolled less than half-time (6 credits) for any semester, including summer, they are not eligible for financial aid for that semester. Exception: PELL-eligible undergraduates may be eligible for partial PELL grants even if enrolled less than half-time.

If students have ever received financial aid while attending Naropa, and drop below half-time status, withdraw, take a leave of absence or graduate, they must contact the Financial Aid Office immediately, and complete an exit interview before leaving the University.

Financial Aid for Study Abroad

Students who are attending a Study Abroad program through Naropa University (Nepal, Bali) and are program students of Naropa University are eligible for financial aid based on the same eligibility criterion as students attending the University.

Students Visiting from other Colleges

Students planning to enroll in courses for credit at the University as part of a degree program at another college or University should make arrangements for financial aid through their home school.
Appeals

All students have the right to appeal a financial aid ruling, or appeal for more aid than was awarded in the financial aid eligibility letter. All appeals must be made in writing to the Financial Aid Office.

Supporting documentation may be requested as necessary. The Financial Aid Office will review the appeal and notify students in writing if the appeal has been approved or denied. If any changes are made to their financial aid eligibility, they will receive a revised financial aid eligibility letter. Decisions made regarding an appeal apply to the current academic year only.

Satisfactory Academic Progress

It is essential that students familiarize themselves with the following policy, as it affects not only current financial aid eligibility, but future aid as well.

1. Enrollment status compared to hours completed

A student enrolled in a full-time course load must complete at least a full-time course load per semester.

A student enrolled in a 3/4 time course load must complete at least a 3/4 time course load per semester.

A student enrolled in a 1/2 time course load must complete at least 1/2 time course load per semester.

Courses taken for credit for which a student does not receive a "W", "HF", "NR", "W" or "F" are considered completed courses. For graduate students, a course grade must be at least a 9- to be considered complete. Students may receive financial aid for retaking a course because of unsatisfactory grades once only per course.

If a student completes no credits in any given semester, the Financial Aid Office reserves the right to suspend a student from aid eligibility.

2. Minimum grade point average per semester

- An undergraduate must maintain a minimum grade-point average of 2.5 per semester.
- A graduate student must maintain a minimum grade point average of 2.7 per semester.

3. Maximum time-frame for completion of degree

There is a maximum number of credits students may accumulate toward the completion of their degree. Students who continue to take courses beyond the maximum are no longer eligible for financial aid at the University.

Maximum credits for students who enter as:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>160</td>
</tr>
<tr>
<td>Sophomore</td>
<td>120</td>
</tr>
<tr>
<td>Junior</td>
<td>85</td>
</tr>
<tr>
<td>Graduate</td>
<td>75</td>
</tr>
</tbody>
</table>

Financial Aid Probation Status

If a student fails to make satisfactory progress as defined above during a semester, the student is put on Financial Aid Probation Status. This status is intended to serve as a warning to the student and does not affect the student's financial aid eligibility. The student may regain Satisfactory Academic Progress by, for example, completing incomplete classes for the semester in question, and receiving satisfactory grades. In this way, the student's Probation Status is cleared and the student is, once again, making Satisfactory Academic Progress.

Financial Aid Suspension Status

If a student on Financial Aid Probation Status fails to clear up her/his status for the semester in question and, furthermore, fails to meet Satisfactory Academic Progress criteria in a subsequent semester as well, financial aid eligibility is suspended and the student is put on Financial Aid Suspension Status. If the student on financial aid suspension maintains good academic progress the next semester, without receiving financial aid, suspension is removed and the student regains financial aid eligibility. The student remains on probation, however (remember, probation status, in itself, does not affect aid eligibility). The student may also regain aid eligibility by clearing up one or both of the two probationary semesters.

Appeal Process

To appeal a suspension of financial aid eligibility, a student must submit a written request to the Financial Aid Office.

Withdrawals and Return of Title IV Funds

If financial aid is received (other than College Work-Study) and the student terminates enrollment on or before 60% of the semester has elapsed, Federal Financial aid (Federal Subsidized and Unsubsidized Loans, Federal PLUS loans, Perkins loans and Federal Pell and SEOG grants) must be repaid according to the following schedule.

Withdrawal on or before the first day of classes

All cash disbursed to the student, and any aid on your Bursar account is considered an overpayment of financial aid, and must be returned to the financial aid accounts.
Withdrawal During the Semester

The student's withdrawal date is the date the student began the withdrawal process by turning in the Withdrawal Request Form or the Leave of Absence Request Form to the Registrar's Office (first step of process). Forms are located in the Registrar's or Advising Office. If the student leaves without notifying the University, the last date of attendance will be defined as the midpoint of the semester or the last date the student can be documented to have participated in an academically-related activity.

Refunds of tuition and fee charges will be calculated based on the policy as outlined in this catalog in the section entitled "Paying the Bill, Refunds for Dropped/Withdrawn Courses- Fall & Spring."

Title IV or Federal Aid is earned in a prorated manner on a per diem basis, up to and including, the 60% point in the semester. Title IV aid and all other aid is viewed as 100% earned after the 60% point.

The school is responsible for returning any portion of the student's unearned aid that was applied toward the student's tuition and fees. This may create a bill for the student for any tuition and fees still owed after returning the necessary Federal aid.

The student is responsible for repaying any unearned Federal aid the student received as a cash exchange check.

Example

Kerry withdraws from Naropa on the 15th day of classes of the fall semester which consists of 103 days, total. Hence, Kerry attended 15 completed days/103 total days = 15% of the semester. Therefore, Kerry earned 15% of the Federal aid awarded to her. If she received $4000 in Federal aid, then the amount of earned aid is $4000 x 15% = $600. Since $600 is earned aid, the remainder ($4000-$600) of $3400 must be returned. Assume that institutional charges (tuition and fees) totaled $3600 for the semester. The school is responsible for returning the lesser of:

The unearned Title IV disbursements ($3400), or

The unearned percentage times institutional charges (85% x $3600 = $3060)

In this case, the school returns $3060 and the student returns $340 to the Federal Aid Programs. At Naropa, if the student withdraws anytime from the 8th through the 15th day of classes, they are entitled to a 50% reduction in tuition ($3600 x 50%), so tuition would be reduced to $1800. Since Naropa originally applied $3600 of the student's Federal aid to the tuition, and then returned $3060 to the Federal Aid Programs, Naropa now has only $540 applied to Kerry's tuition. This means that Kerry owes Naropa $1260 ($1800-$540) towards tuition. If Kerry's Federal aid consisted entirely of loans, then she may return the $340 she owes to the Federal government in accordance with the terms of the promissory note. She will need to contact the bursar's office to settle her outstanding tuition bill, however.

ORDER OF REFUNDS

Once the reduction in tuition is determined, the refund amount is returned in the following order:

1. Federal Unsubsidized Stafford loans
2. Federal Subsidized Stafford loans
3. Federal Perkins loans
4. Federal PLUS loans
5. Federal Pell grants
6. Federal SEOG
7. Other Federal Aid programs

Estimated Costs:

Tuition and Fees: Please refer to the section entitled "Paying the Bill"

Living Expenses: Living expenses in Boulder are estimated to be approximately $1300/ month

Please feel free to contact the Financial Aid Office with any questions, concerns, or if you need any additional information.

Phone: (303)546-3534; Fax: (303)245-4773; Email: finaid@naropa.edu; website: http://www.naropa.edu
STUDENT LIFE

"Seek out the like minded. You will be a community of eyes. And you will create the world in your heart."

— Anne Waldman

Disability Support Services
In compliance with the Americans with Disabilities Act and Section #504 of the Rehabilitation Act, the Dean of Students coordinates the University's efforts to provide full access to educational, cultural, and other programs sponsored by the University for any qualified student with a disability. The University is committed to providing services to assure an accessible environment for students with disabilities. The Dean of Students will discuss concerns about disabilities and consider the obligation to provide auxiliary aids and academic adjustments for all qualified Naropa students. Students requiring further information should contact the Office of the Dean of Students (303-546-3506), located in Sycamore Hall.

A student with a disability must make his/her needs known to the A.D.A. Coordinator (a.k.a. Dean of Students) or to the appropriate academic department head. The student is responsible for providing evidence of a condition that requires academic adjustments or auxiliary aids for impaired sensory, manual, or speaking skills.

Naropa's services include assistance to students with learning disabilities. Students who are unsure about the necessity for assistance (including learning disabilities) are encouraged to speak to the Dean of Students to explore their individual situation.

Naropa's policies and procedures providing academic adjustments and auxiliary aids to students with disabilities is available upon request from the office of the Dean of Students.

Student Affairs
The Office of Student Affairs intention is to promote a holistic approach to the education of the student body by overseeing the general welfare and quality of life of the student from his or her entry into the University through graduation and entry into the work world. The Dean of Students supervises Student Affairs and is an advocate for the student voice with college staff and faculty on all policy issues and other matters of concern to the student body.

Finding Boulder
The University is approximately 25 miles northwest of Denver. From Denver take I-25 north to U.S. 36 (the Boulder turnpike). Boulder U.S. 36 becomes 28th Street. Turn left on Arapahoe Avenue to 2130 Arapahoe. Additional short-term street parking is available in the neighborhoods across Arapahoe to the North. To get to Paramita campus: U.S. 36 to Foothills Exit. Take to Valmont Road, turn left to 39th Street and turn right. Paramita is located at 3285 30th Street. Public transportation by shuttle or bus service is available from Denver International Airport.

Community Services
One of the functions of Student Affairs is to guide students to resources on campus, and point them to further resources in the Boulder community. Referrals and resources are available for housing, health care, health insurance, counseling, food resources, emergency needs, childcare, and more. Resources range from books and journals to bulletin boards listing events and services, and computerized databases. Boulder has a strong network of agencies and services that can benefit Naropa students. The city has a reputation as a sports and fitness center, and offers an array of cultural events rivaling those of larger cities. Boulder is exciting, stimulating and always entertaining, and the staff in Student Affairs can help students discover it.

Housing
Naropa University is a commuter campus. Most students live off-campus and beginning fall 2000 some B.A. students will live in Sangha House, a small residence hall about a 10-minute bike ride from our Arapahoe campus.

Off-Campus Housing
Students choose which living situation best suits their needs, whether that is an apartment they share, a group of students renting a house, or a room they rent in a local family's home. Student Affairs and the student government, SUN, work together to provide assistance to students seeking housing. Student Affairs has a housing sheet, which quickly guides students to the best local spots that students can visit to find out about rentals. Visit www.naropa.edu in the student section, or contact the Student Affairs office for a copy. This sheet lists websites for local papers, chamber of commerce, businesses that provide databases of rentals; short-term stay options, and more. The
Arapahoe and Paramita campuses both have housing bulletin boards adjacent to their student lounges. For personal assistance and answers to questions, the Housing Resource Specialist is available on the phone or via e-mail. The Specialist can assist in finding other Naropa students to rent with and answer questions about Boulder and renting here. Student Affairs and SUN are here to help students be effective in their housing search. It is suggested that students consider which campus they will be on most for classes, when considering where in the city to live. The Paramita campus is in Northeast Boulder and is the hub for these M.A. programs: Gerontology and Long Term Care, Somatic Psychology, Dance/Movement Therapy and Contemplative Psychotherapy. The remaining M.A. and B.A. programs hold most of their classes at the Arapahoe campus, in downtown Boulder. Parking is very limited and expensive downtown near our Arapahoe campus.

Residence Hall
Beginning fall 2000 Naropa will open its first residence hall. The hall will house 27 students and one residence coordinator. Priority will be given to first-year Naropa College students. In addition to single rooms, the hall has classrooms, a kitchen, study areas, a living room, and common spaces large enough for all the residents to gather. The hall is located on the Hill in Boulder, about a ten minute bike ride from the Arapahoe campus.

Alternative Transportation
Naropa encourages the use of alternative transportation to support environmental concerns such as air quality and the limited parking space. Degree-seeking students receive an Eco-Pass that allows them to ride the RTD buses in Boulder and throughout the Denver-Boulder region, including travel to Denver International Airport and Eldora Ski Resort, free of charge. The bus pass is paid for as part of the registration fee and received following tuition payment each semester. The Naropa Bike Fleet is also available which allows Naropa community members to borrow bicycles by the day or by the month. Some paid parking options exist as well as outlying lots in the city that are free (such as RTD bus park-n-rides). We encourage students to consider finding housing close to the campus they will be using most.

New Student Orientation
Every fall semester, an orientation and registration period precedes the first day of classes. New students are required to attend orientation. Contact Admissions for the dates of orientation for your program. During this time students are oriented to their degree program and its curriculum, register for classes and meet faculty and administration. The week is a mix of events designed to foster an invigorating beginning for students new to Naropa, addressing both academic and social needs. SUN, Naropa's student government offers several events during orientation to introduce new students to other key staff in their departments. Those students entering in the summer will receive departmental orientations and are required to attend the University orientation in the fall.

Counseling
Naropa has five contracted psychotherapists who, for a nominal fee, provide professional, short-term counseling to degree-seeking students. Help is available for depression, study skills problems, stress management, eating disorders, substance abuse, relationships, and other personal issues. Student Affairs also has an extensive referral list for counselors and mental health workers within the community.

Contemplative Practice
Because of the University's commitment to contemplative education, meditation instruction is offered to any student who requests it. Getting to know oneself and one's world through meditation practice or other contemplative disciplines is viewed as equally important as the study of specific fields of knowledge. Some programs and classes have a meditation requirement, which includes regular meetings with an instructor-teaching assistant. There is no charge for meditation instruction. The type of meditation that is taught is a mindfulness and awareness practice that is relevant to an individual's life regardless of religious orientation. The Meditation Practice Coordinator can: (1) refer students to meditation instructors, (2) serve as a resource for instructors of other contemplative disciplines, and (3) help students network with other world wisdom traditions on campus and in the Boulder area. Meditation Instructors are assigned during orientation. Students may call Student Affairs to schedule a time with the Meditation Practice Coordinator.

Community Contemplative Practice Days
Community Practice Days help foster a sense of community among students, faculty, and administration, and encourages contemplative practice. Classes are suspended for this day, and the entire community is invited to participate in group sitting meditation practice during the morning. Other contemplative disciplines offered during the afternoon include Japanese tea ceremony, T'ai-chi Ch'uan, Ikebana (Japanese flower arranging), and the Mudra Space Awareness practice.

Career Resources
A career counselor is available to assist students with career planning, individual counseling, writing résumés and cover letters, and job referrals. The University has a growing collection of career and job-related books, trade journals, and periodicals that relate to specific areas of study. The career resource area also houses various career resource publications and a database of alternative sources of funding for education, i.e., non-Naropa grants, loans and scholarships. Students are also advised on how to do employment and scholarship searches via traditional means as well as electronic methods. A computer workstation is available for student use. The University periodically sponsors workshops on a variety of career-related topics.
Student Activities and Recreation

Student Affairs and the Student Union of Naropa University (SUN) coordinate activities such as on-campus dances and coffeehouses, local hiking and biking excursions, and multiple opportunities to socialize within the Naropa community. Both offices provide logistical and budget support to student groups. Student Affairs has bicycles, Frisbees, and hacky sacks to check out and enjoy on our campus. Boulder was rated as one of the top 10 desirable cities to live in for exercise and sports opportunities by Outdoor Magazine. According to our city's Bicycle Coordinator, there are more bikes here than cars! Boulder also has three lavish recreation centers as well as mountain parks available to city residents.

Student Groups

Student groups at Naropa University reflect current student interests and concerns. They can range from the academic to volunteer focus, to the purely recreational, and can include publications, support and service groups. Naropa’s student union, SUN, states that its mission is to “come together to cultivate community, compassion and a collective consciousness that will empower students to create an ideal university experience.” SUN in conjunction with Student Affairs provide logistical support to these groups. Here is a list of groups that have been active within the last academic year:

SUN (Student Union)
DAWG (Diversity Awareness Working Group—includes staff and faculty)
Men’s Group
Gay Men’s Group
Kindler (Student Publication)
Kayavanta Printing Press
Garuda Theater
Greenworks (Environmental Group)
GLBT (Gay, Lesbian, Bisexual, Transgender Group)
Naropa 12-step Group
Naropa United Football Club (Soccer) - part of Boulder League
Naropa Political Street Theater Group
Naropa Students for a Free Tibet
Bombay Gin (Student Literary Magazine)
Tendrel

Community Newsletter

The Naropa Weekly is the major communication channel for the University. The newsletter publishes official notices and announcements about events and issues of interest to the community. The Weekly also includes sections of specific interest to students, including information on community volunteer opportunities, a classified section, a page for the Student Union at Naropa, information from Career Services, listings of on-campus job opportunities, and a weekly calendar of events. All students are expected to read the publication in order to keep informed about University policies and deadlines. Produced by the Student Affairs Office, the Naropa Weekly is published in weekly editions during the academic year and one edition is circulated during the Summer.

International Student Advising

International students represent approximately 8 percent of the student body and come to Naropa from 20 countries in Europe, Asia, North and South America. They are an important and valued part of the Naropa community.

An international student advisor is available in the Student Affairs Office to assist students from other countries. This includes orientation about life in the United States, advice about maintaining status with the Immigration and Naturalization Service (INS), assistance with paperwork, and advice about employment and taxation in the United States.

Computer Center

Computer Services oversees two labs (one in the Ginsberg Library Building, the other at the Paramita Campus). The labs consist of Macs, Windows-based PCs and laser printers. Microsoft Office word-processing and internet browsers are available. Students can sign up for free computer workshops to learn more or can receive assistance from any lab staff member, during most hours that the lab is open.

Library

The Allen Ginsberg Library has a specialized 22,000-volume collection to support the University’s educational programs. Especially strong are its holdings on Buddhist studies and contemporary American poetry. Through the Library and the Library of Congress, the Allen Ginsberg Library has acquired an outstanding collection of Tibetan Buddhist texts.

The library's audiotape collection includes recordings of educational and cultural events, including poetry readings, music performances and talks from major events, such as the Buddhist and Christian meditation conferences and the Jack Kerouac Conference.

The University's library services include interlibrary loans. In addition, program students are encouraged to use the two-million-volume Norlin Library at the University of Colorado, a short walk from the Naropa campus.

Performing Arts

Student performances and presentations by Naropa University faculty and guest artists, provide a rich and lively schedule of events each year in Naropa’s Performing Arts Center. A number of guest lectures and teachers contribute fresh perspectives on a variety of spiritual, educational and cultural topics.

The University schedules a variety of events each semester representative of a strong commitment to performance and the personal journey involved with performance. The Naropa performance community meets weekly with students from all disciplines to explore, play and perform. Coffeehouses are another opportunity for students to share works with the local community. Each performing arts department hosts a works-in-progress night every semester, providing the
opportunity for students to perform works. Every semester culminates in a series of arts concerts, which showcase the departments and provide an opportunity to celebrate and share work with Naropa and the larger Boulder community.

Meditation Halls and Maitri Rooms
The University houses Meditation Halls for sitting meditation available to students, faculty, staff, and visitors whenever the Lincoln Building and the Paramita Campus is open. Each year, some degree programs hold practice intensives in the Meditation Halls, during which other community members may participate to the extent they wish.

The University’s founder, Chogyam Trungpa, Rinpoche, and Shunryu Suzuki Roshi, of the San Francisco Zen Center, developed a distinctive practice called “Maitri,” which helps practitioners develop greater self-awareness of the five qualities described in the Mission Statement. This practice requires training in special postures in specially designed rooms. These five custom-built Maitri rooms are available to participants in the Maitri courses offered through the M.A. Contemplative Psychotherapy, B.A. Contemplative Psychology and Early Childhood Education programs.

Naropa Cafe
A small, independently operated kitchen is housed in the center of the Arapahoe and Paramita campus locations, offering both warm and cold snacks and “gourmet” meals. The café at the Arapahoe campus is open from 8:00 a.m. to 7:00 p.m., Monday through Thursday, 8:00 a.m. through 5:00 p.m. Fridays. The Paramita campus is open 8:30 a.m. – 2:00 p.m., Monday through Friday.

Naropa Campus Store
The Naropa Campus Store stocks books, periodicals and journals, many of which are used in University courses. It also offers an in-depth selection of titles in contemplative religion, psychology, environmental studies, literature, and poetry.

Art supplies, school supplies, stationery, snacks, ice cream, cold drinks, T-shirts, and personal care items are also available.

The bookstore is located at the Arapahoe Campus and is open weekdays from 9:00 a.m. to 5:00 p.m. and Saturdays from 10:00 a.m. to 3:00 p.m. For more information, look up Naropa Bookstore at www.naropabooks.com.

Naropa Writing Center
Naropa’s Writing Center is a free tutoring service which offers one-on-one tutoring in a positive, relaxed environment. The center’s staff will work with both undergraduate and graduate students on any stage of the writing process, from brainstorming and organizing ideas to revising papers and mastering grammatical skills. The center also offers free writing workshops on various writing topics throughout the year.

The center’s staff is made up of M.F.A. Writing graduate students with extensive experience. The center’s Writing Fellows are trained to provide comprehensive, interactive tutoring to all students.

The Naropa Writing Center works on a drop-in basis. Students simply bring their assignment, notebook, pen, and any writing they’ve done to the tutoring session. The Naropa Writing Center also will hold the Writing Proficiency Exam (W.P.E.) in September, October, and November for the fall semester, and February, March, and April for the spring semester. The center also provides free workshops geared specifically to helping students pass the W.P.E.

Student Responsibility
It is the students’ responsibility to ensure that all departmental requirements are completed prior to graduation. Every student is personally responsible for all information printed in the Naropa Degree Course Catalog, the fall and spring Non-Degree Catalogs, the summer catalog, the Naropa University Student Handbook, and The Naropa Weekly.

Naropa University Student Handbook
The Naropa University Student Handbook, affectionately called the “Field Guide”, includes University policies and services that students may find informative and useful. The Field Guide is revised annually and is available through the Office of Student Affairs. All students are responsible for obtaining a current handbook each fall and understanding the policies contained therein. The handbook contains important information regarding financial aid, academic standing, campus locations, the advising system, the Naropa University code of conduct, policies of discrimination and harassment and more.

DIVERSITY STATEMENT AND NOTICE OF NON-DISCRIMINATION POLICY:
At Naropa, we are taking our first significant steps toward inviting greater diversity into our community. Our Board of Trustees has endorsed a broad diversity statement and our President’s Council has created a long-range diversity plan to help us weave a pluralism of perspectives and life ways into the very fabric of our institution. As a community we are beginning to recognize that the process of cultivating inclusion helps us to discover what is true and real about ourselves and about the world in which we live. Such a process challenges us and holds us accountable to our mission. And, while this is all true, it is imperative that we more accurately reflect the demographics and attitudes of Boulder, Colorado than the diversity of our region or nation. We will continue to investigate this reality even as we allow the values of inclusion to permeate what we do.

To preserve an equitable, responsible, and humane atmosphere for study and work, Naropa University affirms the principle that its students, faculty, and staff have a right to be free from discrimination. The University does not discriminate on the basis of gender, race, color, body shape, religion, disability, status as a veteran, national or ethnic origin, marital
status, age or sexual orientation in its educational programs and activities, admissions policies, and employment practices.

Students, staff and faculty who believe they have been discriminated against on the basis of sex, race, color, body shape, religion, disability, status as a veteran, national or ethnic origin, marital status or sexual orientation may pursue their complaint through informal consultation and/ or formal grievance procedures. Both processes can be initiated through either Student Affairs Office or the Academic Affairs Office. The University will respond to formal complaints of discrimination by initiating the formal grievance procedure. If it is found that discrimination did take place, the President may take appropriate disciplinary action up to and including discharge or expulsion. Please read The Grievance Process in its entirety to become familiar with this process.

NAROPA UNIVERSITY BOARD OF TRUSTEES STATEMENT OF COMMITMENT TO DIVERSITY

We, the Naropa Board of Trustees, fully commit ourselves to fostering and sustaining a working and learning environment for students, staff, faculty and trustees that is inclusive and better reflects the beautiful diversity of this state, this nation and this world. Making this commitment is essential to strengthening the equality and effectiveness of our academic and spiritual endeavors.

This commitment is only meaningful to the extent that we invite and honor the specific experience of individuals from diverse cultures, heritages and backgrounds. These include race and ethnicity, religion, sexual orientation, socio-economic status, age, disability, physical appearance and gender. To this end, we strongly support and affirm the efforts of the Diversity Task Force. The Task Force is beginning this process by addressing the lack of racial and ethnic diversity on campus, and by exploring institutional changes necessary to sustain genuine inclusion. These changes, in both awareness and action, will help all of us weave this diversity into the fabric of our community.

The Board of Trustees is committed to supporting concrete action, beyond mere word and intent. Such action will serve as the first step toward creating the kind of inclusive community that reflects the diversity of our world and the boldness of the Naropa University's mission. These initiatives will help all of us act with greater awareness, wisdom and compassion in an increasingly complex and interdependent world.
ACADEMIC INFORMATION

"Education here isn't just a slip of paper, it is a fundamental understanding of your own mind."
– Naropa student

Student Responsibility
Students are responsible for knowing and following the policies and regulations stated in this catalog and the Student Handbook, and for knowing and satisfying all registration and degree requirements. Guidance should be obtained from an advisor but final responsibility remains with the student. Students should particularly familiarize themselves with the Student Handbook, which is distributed to new students at orientation and available from the Office of Student Services. The Handbook provides more detailed information on the policies and procedures described in this section.

ACADEMIC YEAR
Naropa University operates on the semester system. Academic credit is awarded in terms of semester credit hours. One semester credit hour represents approximately 15 hours of classroom contact, or one hour per week over 15 weeks. The academic year has two 15-week semesters, Fall and Spring. In addition, the summer session (generally June 1–August 1) is an integral part of the M.F.A. program in Writing and Poetics and the M.A. programs in Gerontology and Long-Term Care Management and Environmental Leadership. Students in other programs may take summer courses for credit toward a degree contingent on prior approval by their advisors.

ACADEMIC ADVISING
Each student will be assigned an academic advisor, either a faculty member or someone specially trained as an academic advisor. With the help of the academic advisor, each student is responsible for ensuring that all departmental and University academic requirements are met in order to graduate. The academic advisor guides the student throughout the academic program and helps assure that the student is working towards satisfying all graduation requirements, and is developing a coherent curriculum. It is the advisor's responsibility to approve course selection for the student before each semester's registration, and to consider requests for Out-of-Residence (OOR) and independent study. The academic advisor for a Bachelor of Arts student is responsible for overseeing not only requirements within the student's major, but also all other B.A. requirements. The Registrar makes a final evaluation of the student's academic record when the student applies for graduation.

COURSE REGISTRATION
The Difference Between Courses, Workshops & Special Study Opportunities
Courses offered by the University are designed to meet the needs of degree-seeking students. They ordinarily last for 15 weeks (Fall and Spring) or 8 weeks (Summer). Because of the substantial commitment of time and money, the Drop/Add period lasts long enough to attend at least one class meeting to determine if the course is suitable for the student's academic journey.

Workshops offered by the University are designed to meet diverse needs of both degree-seeking and non-degree-seeking students, and therefore may not meet specific expectations. Because the Drop policy for workshops is more restrictive than for the University's regularly-offered academic courses, students are encouraged to make sure the workshop will provide what they want before registering, by talking to the sponsoring department and/or instructor.

Special Study Opportunities include Independent Study, OOR courses, Audited courses, and Non-Credit courses. Each of these is designed to permit some latitude in non-traditional approaches to learning, because the University is committed to honoring the integrity of individual academic journeys and to non-traditional approaches to learning. Because of the need to interface our unique latitude in this area with the requirements of our accreditation, to some extent Special Study Opportunities will remain a complicated opportunity. The availability of each type (Independent Study, OOR courses, Audited courses, and Non-Credit courses) is limited by restrictions that are designed to protect academic integrity at the University.

For Courses
How to Register
Registration for new students is conducted during Orientation Week each semester. The schedule for Orientation Week is mailed to students by the Admissions Office 6 - 8 weeks in advance.
During Orientation Week, students meet with their advisor, who will review their file and program requirements. Advisors approve course selections and signs Registration Forms and any supplemental registration applications that may be required (such as those for Independent Study and Out-of-Residence courses). Students submit forms to the Registration Office. The Registrar does not process students' forms without advisors' signatures.

The priority for registration for new students during Orientation Week is based on total transferred credit hours. New students registering later than this are processed on a first-come, first-served basis, and may find courses full. The deadline to register for courses is the last day of the Drop/Add period.

The Drop/Add Period for Courses

The Drop/Add period is when students may adjust their schedule for different courses, course sections, and pass/fail or letter grade options. The Drop/Add period ends at 3:00 p.m. on the seventh day of classes for the Fall and Spring semester. The Summer Drop/Add period is significantly different for each course and is printed in the Summer Schedule of Classes. There are no academic or financial penalties for adding or dropping courses during this period. Changes made after this period carry both academic and financial penalties.

The Withdrawal Period for Courses

The Withdrawal Period is when students may withdraw from (but not add) courses. The Withdrawal period begins on the eighth day of classes and ends with the sixth week of classes for the fall and spring semester. There is no withdrawal period for the summer. The summer withdrawal period is significantly different for each course and is printed in the summer Schedule of Classes. If students withdraw from a course during this period, the grade of "W" for "withdrawal" appears next to the course title on transcripts. Partial refunds may apply.

Beginning with the seventh week of classes for the fall and spring semester, no further changes in schedule are allowed, except for medical or family emergencies. If students stop attending a course without dropping, withdrawing, or applying for the grade of Incomplete/Withdrawal, a grade of "F" will appear on transcripts for that course.

Drop or Withdraw from a Course - Fall & Spring

<table>
<thead>
<tr>
<th>Week</th>
<th>Action</th>
<th>Course title,</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 7 days</td>
<td>Drop/Add</td>
<td>grade of &quot;W&quot;</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Days 8-15</td>
<td>Withdraw</td>
<td>Course title,</td>
<td>0% tuition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>grade of &quot;W&quot;</td>
<td>grade of &quot;W&quot;</td>
</tr>
<tr>
<td>Week 4</td>
<td>Withdraw</td>
<td>Course title,</td>
<td>0% tuition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>grade of &quot;W&quot;</td>
<td>grade of &quot;W&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0% fee</td>
<td>0% fee</td>
</tr>
</tbody>
</table>

Exceptions: If students are totally withdrawing from the University and they are receiving federal financial aid, see "Refunds and Repayment of Financial Aid," because they may be subject to a different refund schedule.

How to Drop or Withdraw from a Course - Summer

The Drop and Withdraw periods for summer are significantly different for each course and are printed in the summer Schedule of Classes.

For Workshops How to Register

The deadline to register for workshops is 3:00 p.m. on the first day of the workshop. After this date, for some workshops, students may register for non-credit only, as long as there is still space available, by going to the School of Continuing Education or to the first class meeting of the workshop. Full payment is required at the time of registration. The first day of many workshops often can occur on days when the Registration Office is closed. When that is the case, please submit forms in the drop box outside the Registration Office.

The Drop/Add Period for Workshops

Students may drop or add a workshop up until 3:00 p.m. on the first day of the workshop. After this time, for some workshops, they may register for non-credit only, as long as there is still space available, by going to the first class meeting of the workshop. Full payment is required at the time of registration. The first day of many workshops often can occur on days when the Registration Office is closed. When that is the case, please submit forms in the drop box outside the Registration Office.

How to Drop a Workshop - Fall, Spring & Summer

<table>
<thead>
<tr>
<th>Week</th>
<th>Action</th>
<th>Course title,</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until 3 PM on the first day of the workshop</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>After 3 PM on the first day of the workshop</td>
<td>No further changes allowed</td>
<td>Course title &amp; letter grade, including &quot;F&quot;</td>
<td>0% tuition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0% fee</td>
<td>0% fee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Course title,</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% fee</td>
<td>0% fee</td>
<td></td>
</tr>
<tr>
<td>for no show</td>
<td>for no show</td>
<td></td>
</tr>
</tbody>
</table>
The Withdraw Period for Workshops
Withdrawals from workshops are not permitted by the University, except for medical or family emergencies. If the student stops attending a workshop without applying for the grade of Incomplete Withdrawal, a grade of “F” will appear on transcripts for that course.

For Special Study Opportunities
Students may count no more than a total of 9 credit hours of Independent Study and Out-of-Residence (OOR) courses toward their degree. Private Music Lessons do not have a total credit limit. (For Religious Studies Language majors, the maximum is 15).

Independent Study
Independent Study is considered a semester-long course. Students may add Independent Study courses until the last day tuition payments are due. Neither approval nor credit is given retroactively. The regular per-credit tuition is assessed.

The approved supplemental Independent Study application is required to be submitted with the registration form.

It is the student’s responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar by the grade due date of the semester in which they are registered for the course.

Out-of-Residence Study (OOR)
Semester-Long Courses
Out-of-Residence (OOR) courses that last a full semester are considered semester-long courses, and therefore are subject to the Registration, Drop/Add, Withdraw, and Refund policies for Courses. Students may not drop or add OOR courses later in the semester, nor is approval or credit given retroactively. The special OOR per-credit tuition is assessed.

Students should begin the approval process for OOR courses at least one month before the end of the preceding semester, because academic approval can be exceedingly difficult to obtain during inter-session breaks. The approved supplemental OOR application must be submitted with the registration form.

It is the student’s responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar by the grade due date of the semester in which they are registered for the course.

Less Than Semester-Long Courses
OOR courses that last less than the full semester are considered workshops, and therefore are subject to the Registration, Drop/Add, Withdraw, and Refund policies for Workshops. Approval or credit is not given retroactively. The special OOR per-credit tuition is assessed.
Students should begin the approval process for OOR courses at least one month before the beginning of the course, because academic approval usually takes one month to obtain. The approved supplemental OOR application must be submitted with registration forms. It is the student's responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar by the grade due date of the semester in which they registered for the course.

**Audited Courses - Fall & Spring Only**

To audit ("listen to") a course is a privilege available only to full-time, degree-seeking students at the University. To audit a course, students submit to the Registrar, during the Drop/Add period, an Audit Form specifying the course(s) they wish to audit. Students may not request to audit a course for which they have previously registered for credit if the course is full on the last day to drop or add.

All audit requests are processed on a first-come, first-served, space-available basis on the first day after the Drop/Add period. To cancel an audit registration prior to the end of the drop/add period, students must speak to a Registration staff member. Cancellations are not allowed after the last day to drop/add. If students do not get into the course they requested, students will be telephoned by the Registration Office to inform them of this and they must stop attending the course.

Students may not drop, withdraw, receive a grade of incomplete, or receive a refund for audited courses.

Students who are in their final semester before graduation and who are registered at less than full-time status are permitted to audit additional courses. This option is available for one semester only.

**Private Music Lessons**

Private Music Lessons are considered semester-long courses, and therefore are subject to the Registration, Drop/Add, Withdraw, and Refund policies for courses. Students may not drop or add Private Music Lessons later in the semester, nor is approval or credit given retroactively. The regular per-credit tuition is assessed.

It is the student's responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar by the grade due date of the semester in which they registered for the course.

**Non-Credit Courses**

Each semester, the University's School of Continuing Education offers non-credit courses to non-degree students. Students must fulfill the same requirements as for courses that apply to non-degree students. These courses are registered for through the School of Continuing Education and do not appear on their transcript, nor do they count toward their degree or toward any professional licensure or certification.

If students fail to drop or withdraw from courses or workshops for which they have registered or pre-registered, according to the policies and procedures printed in this catalog, they will receive the grade of "F". Students are liable for full tuition and fees for those courses, regardless of whether they attended the courses or not.

**Pre-Registration**

If students are returning degree-seeking students, they may pre-register during the Fall semester for Spring courses, and during the Spring semester for Summer and Fall courses. Pre-registration ends with the twelfth week of classes for both semesters.

During pre-registration students meet with their advisor who will review their transcript and program requirements. Advisors approves course selections and signs Registration Forms and any supplemental registration applications that may be required (such as those for independent Study and OOR courses). Students then submit forms to the Registration Office. The Registrar does not process students' forms without advisors' signatures.

Pre-registration course requests are processed in order of students' seniority, which is based on total earned credit hours. If students do not pre-register during the pre-registration period, course requests will be processed on a first-come, first-served basis, after other students' requests. Students may find courses full.

**Wait Lists**

If students are wait listed for a course, there are several decisions to make and steps that need to be taken:

**Do you want to wait for an opening?**

If not, students must drop the course, using a Drop/Add form signed by their advisor, before the end of the Drop/Add period.

If so, keep attending the course, even up to the last day of the Drop/Add period. If an opening occurs, students will be registered in the course. If no opening occurs, they will be telephoned by the Registration Office to let them know that they did not get into the course and that they must stop attending the course.

**If an opening does not occur, will it affect financial aid?**

If the number of credits for which students are registered (excluding the waitlisted course) equals or is greater than the numbers needed to receive financial aid award, then it will not affect the award.

If the number of credits for which students are registered (excluding the waitlisted course) is less than the number needed to receive a financial aid award, then it will affect the award. In this case, students should consider dropping the waitlisted course and substituting another course that still has openings.

For every question about financial aid awards, please check with the Financial Aid Office.
Registration Holds
Students with outstanding financial obligations to the University will not be registered until payment has been made or arranged with the Bursar. Such obligations include, but are not limited to, tuition and fees, library fines, and loan payments.

Changing a Course Status
From Credit to Non-Credit
Students may only change a course status from credit to non-credit during the Drop/Add period.

From Credit to Audit
Students may change a course status from credit to audit only if there is space available at 3:00 p.m. on the last day of the Drop/Add period, beyond the space they hold.

From Non-Credit to Credit
Students may only change a course status from non-credit to credit during the Drop/Add period.

From Audit to Credit
Students may only change a course status from audit to credit during the Drop/Add period.

From Non-Degree to Degree-Seeking
If students wish to change a for-credit course from non-degree to degree-seeking status in order to have these credits apply toward their degree, they may do so with the permission of your advisor, who must indicate in writing to the Registrar which requirement the course will fulfill. Students must pay a $30 processing fee.

Enrollment Status
Full, 3/4-Time, and 1/2-Time Status
Enrollment status is used for federal government reporting purposes to determine, among other things, eligibility for financial aid and deferment of financial aid loan repayments.

The minimum credit requirements which follow apply to all sessions (Fall, Spring, and Summer), and do not, in any way, prohibit a department from requiring that more credits per semester be taken. The minimum credit requirements refer only to courses taken for credit. Courses taken for non-credit or audit are not considered in determining full, 3/4, and 1/2-time status.

Undergraduate, Foundation Year, and Certificate Study - Fall, Spring & Summer

<table>
<thead>
<tr>
<th>Status</th>
<th>Minimum Credits per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12 or more credits per semester</td>
</tr>
<tr>
<td>3/4-Time</td>
<td>9 - 11.9 credits per semester</td>
</tr>
<tr>
<td>1/2-Time</td>
<td>6 - 8.9 credits per semester</td>
</tr>
</tbody>
</table>

Graduate Study - Fall, Spring & Summer

<table>
<thead>
<tr>
<th>Status</th>
<th>Minimum Credits per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>9 or more credits per semester</td>
</tr>
<tr>
<td>1/2-Time</td>
<td>6 - 8.9 credits per semester</td>
</tr>
</tbody>
</table>

There is only one exception to these definitions of enrollment status. See "Special Student Status" (below).

Special Student Status
(Master's Paper/Thesis/Manuscript)
If the student is a graduate student and has not finished their master's paper, thesis, or manuscript by the time they have completed all other coursework required for the degree, the student must register for a 0.5 credit Extended Paper, Extended Thesis, or Extended Manuscript course, for each semester the project remains unfinished until the student officially graduates. It is the student's responsibility to finish the work in time for it to be evaluated and graded, and the grade to be submitted to the Registrar by the grade due date of the semester for which he/she is registered.

Paying the bus pass fee and 0.5 credit tuition entitles students to "Special Student Status," which means that they can be verified as a 1/2-time student while carrying 0.5 credits. This status is granted for as many semesters as are remaining within the time limit for completing their degree. Students are not eligible to receive financial aid during that time, and students are not eligible to be on Leave of Absence during that time.

There is no need to register for these extended master's work courses during the summer, and therefore they are not offered during summer sessions.

Four grades can be given in all Master's work extension courses:

- **P = Pass.**
  The project is completed, approved and accepted.

- **SP = Satisfactory Progress.**
  The project is not yet completed, but the student made adequate progress; this grade can only be used in master's work and extension courses.

- **F = Fail.**
  The student did not make satisfactory progress.

- **I/W = Incomplete/Withdraw.**
  The student has a medical or family emergency consistent with the University's I/W policy.

There is a fifth grade that may only be given in Spring semester master's work and extension courses, and it lasts only until the end of summer session.

- **I/F = Incomplete/Failure.**
  For highly unusual, highly extenuating circumstances when only a small portion of the work remains to be completed.
Students are not eligible to receive the grade of IF at the end of the fall semester. They are eligible to receive the grade of IF at the end of the spring semester, in order to continue working on their project during the summer, if they have not finished the work in time for it to be evaluated and graded, and the grade to be submitted to the Registrar by the grade due date of the summer session, students must register for another extended master's work course during the following Fall. The IF grade will then be changed to SP.

For International Students, the Registration Drop/Add form on which they register for an extended master's work course must be signed both by their advisor and by the International Student Advisor, who determines satisfactory progress toward their degree in consultation with the major department.

Courses Requiring Prerequisites or Permission

if the course description stipulates that a prerequisite is necessary (a course, prior experience, etc.), and permission of the instructor or department is required, it is the student’s responsibility to comply with this requirement. Failure to do so will jeopardize completion of the course, and the instructor has the right to require the student to leave the course. The student will be responsible for any applicable academic and financial penalties.

Grading

Naropa does not believe that grades are the single most important measure of education, and therefore the University does not determine or publish a Dean’s List, nor does it confer degrees cum laude. However, grades remain an important indicator of the students’ accomplishment, as well as a useful tool for communicating their educational journey to others through their transcript. The student’s instructor is required to clearly state the criteria for grading in the course syllabus at the beginning of the course, and it is the student’s responsibility to understand it.

In addition to grades, Naropa uses a model of five qualities which is considered integral to the make-up of a fully educated person. These five qualities are: openness and respect for one’s immediate experience, interpersonal and communication skills, sharpened critical intellect, resourcefulness and appreciation of the richness of one’s world, and effective action.

Course instructors have the responsibility for assessing the quality of student accomplishment, according to criteria and procedures stated in the course syllabus.

Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

For undergraduate students, a grade of “D-” is minimally adequate. An undergraduate student does not receive credit for a course in which he or she receives the grade of “F.”

Graduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C+</td>
<td>Failure</td>
</tr>
<tr>
<td>Or lower</td>
<td></td>
</tr>
</tbody>
</table>

For graduate students, a grade of “B-” is minimally adequate. A graduate student does not receive credit for a course in which she receives the grade of “C+” or lower.

For calculating a Grade Point Average, the numerical equivalents of each grade are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Incomplete

Naropa allows two types of incomplete. The first is an Incomplete/Failure (IF) which is granted to students who have fallen behind in their work due to exceptional, unforeseen circumstances. The second is an Incomplete/Withdrawal (IW), which is granted to students who are experiencing medical or family emergencies.

Incomplete/Failure

IF grades are appropriate when (1) there are highly extenuating, highly exceptional circumstances, and (2) only a small portion of the course requirement remains to be completed. IF grades are assigned by the instructor at his or her discretion. IF grades are allowed for one semester only; summer does not count as a semester. It is the student’s responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted (on a regular grade form) to the Registrar by the grade due date of the following semester. Failure to complete the work by the deadline will result in a final grade of “F” for the course. Extensions of time are considered only for fully documented medical or family emergencies. In these situations, students should apply for a subsequent grade of Incomplete/Withdrawal (IW).

Incomplete/Withdrawal (IW)

IW grades are appropriate in cases of documented medical or family emergencies and are allowed for one year only. IWs are assigned by the Registrar after approval of an IW contract, which must include documentation of the emergency, an outline of the work...
students need to finish in order to receive a grade in the course, and the signature of their instructor. It is the student's responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar (on a regular grade form) by the grade due date of the semester one year from the semester originally registered for the course (e.g., Spring grades are due at the end of the following Spring semester). Failure to complete the work by the deadline will result in a final grade of "W" for the course.

**Pass/Fail**

All required courses in the student's major and minor must be taken for letter grade, except for courses such as group process, where letter grades are inappropriate. These courses may be taken on a Pass/Fail (PF) basis with the department's approval. Elective courses may be taken on a Pass/Fail basis, with the student's academic advisor's approval. For undergraduate pass/fail courses, all grades of "D" and above convert to a final, reported grade of "P." For graduate Pass/Fail courses, grades of "B" and above convert to "P." A grade of "F" does not affect the student's grade point average. A grade of "P" lowers the student's grade point average. The Pass/Fail option must be selected during the Registration and Drop/Add periods. Students must clearly indicate you registering for a course on a Pass/Fail basis on Registration or Drop/Add forms.

**Other Grades**

On occasion, students will receive a grade report or transcript with grades other than those listed above, as follows:

- **AU** = Audit
- **IP** = In Progress
- **NR** = Not Recorded
- **NC** = Non-credit
- **SP** = Satisfactory Progress (used only in Master's work and extension courses)

**Academic Standing, Probation & Suspension**

Please note: Satisfactory Academic Progress, which is used by the Financial Aid Office to determine eligibility for continued financial aid, includes Academic Good Standing and other criteria.

**Academic Good Standing**

Undergraduate Academic Good Standing requires a semester Grade Point Average (GPA) of 2.5. Graduate Academic Good Standing requires a semester G.P.A. of 2.7. Grade Point Average and Academic Good Standing do not guarantee acceptance into an Internship. Consult departments for details.

**Academic Probation**

If the student's semester G.P.A. falls below Good Standing, the Office of the Registrar will notify (1) the Vice-President for Academic Affairs, (2) their advisor, (3) the Director of Financial Aid (if they receive financial aid), (4) and the Dean of Students. The student will be placed on academic probation and notified of this status in writing by the Vice-President for Academic Affairs' Office.

**Academic Suspension**

Two consecutive semesters of academic probation automatically result in suspension. Suspension status is indicated on transcripts. Once on academic suspension, students are not allowed to enroll in credit courses at the University. To initiate an appeal to be reinstated to the University following suspension, students must write a letter concerning their situation to the Vice-President for Academic Affairs, and they must complete any outstanding coursework, such as courses in which they received a grade of "F." A review committee is then formed to evaluate their situation. The committee consists of the student, their academic advisor, the Vice-President for Academic Affairs, the Dean of Students, and the Director of Financial Aid (if they receive financial aid).

Students can avoid probation and suspension by seeking help from instructors, academic advisor, tutors, and fellow students before their status is at risk. Together, positive ways to avert disciplinary measures can be discovered. The more time allowed to do so, the better.

**Contesting a Grade**

If a student believes that a grade has been assigned incorrectly or unfairly, he/she should consult the instructor to determine the basis for assigning the grade. The instructor may request a grade change by using the "Grade Change Form" available outside the Registration Office. Normally, grades may be changed only if the instructor discovers an error in calculating the original grade. Grades may not be changed on the basis of work submitted following the end of the semester, with exception of removing the grade of "Incomplete." If the student and the instructor are unable to resolve the issue, he/she may request a review of the grade through a written letter to the Vice-President for Academic Affairs.

The deadline for requesting a grade change is the end of the second week of the semester following the semester in which the grade was assigned (e.g., for fall semester grades, the end of the second week of the following spring semester).

**Undergraduate Study**

**The Bachelor of Arts Program**

The faculty of Naropa University, under the direction of the Vice-President for Academic Affairs, have established requirements and criteria for graduation with the degree Bachelor of Arts. These requirements include both the breadth and depth of study traditionally associated with the liberal arts tradition in higher education. In addition, the University's contemplative arts requirements effectively unite the learning of the classroom with personal awareness disciplines.
Breadth is provided through general education requirements (Naropa Core), which may be satisfied by the first two years of the student’s study at Naropa, including courses in the natural sciences or math, the social sciences, humanities, and the creative process. Depth is supplied through the student’s major area of study at the University.

The elements of the Bachelor of Arts degree programs are drawn together during the senior year through comprehensive exams and senior projects in the student’s major area of study. These elements may be written, oral, and/or performance-oriented, depending on the requirements of the specific department. Final projects or exams provide a culmination of study and are the climax of the student’s journey at Naropa.

**Classification of Students**

Each semester, full-time matriculated students will be classified in one of the four classes according to the total number of credit hours earned at Naropa College and/or accepted as transfer credits.

- **Freshman** (First Year Core) 0-29.5 hours
- **Sophomore** (Second Year Core) 30-59.5 hours
- **Junior** 60-89.5 hours
- **Senior** 90-120 hours

**Graduate Study**

**Master of Arts**

**Master of Fine Arts**

**Master of Liberal Arts**

Professional and academic training is provided by the University’s master-level programs: Body Psychotherapy, Buddhist Studies, Creation Spirituality (M.A.), Dance/Movement Therapy, Environmental Leadership, Gerontology and Long-Term Care Management, Interdisciplinary, Contemplative Psychotherapy, Transpersonal Counseling Psychology (including Counseling, Art Therapy, and Music Therapy) and Writing and Poetics (M.F.A.). All programs culminate with a major written presentation and/or thesis.

Each program has specified a recommended and/or required completion time. The Master of Fine Arts in Writing and Poetics require a minimum of two years, which include two Summer intensives. Buddhist Studies, Dance/Movement Therapy, Body Psychotherapy, and Transpersonal Counseling Psychology require a minimum of two years. The Contemplative Psychotherapy program requires two and three-quarters years to complete. The Master’s degree program in Gerontology and Long-Term Care Management can be completed in either 16 months or 20 months of study, depending on which option the student selects. Some programs may be taken at a slower pace, on a part-time basis.

**Writing Proficiency Evaluation (W.P.E.)**

Naropa University gives a Writing Proficiency Evaluation because we feel that strong writing is an essential skill for everyone, regardless of degree or program.

At Naropa, we believe strong writing skills include both the ability to communicate clearly in standard written English and the ability to convey a personal, heartfelt sense in your writing.

The Naropa Writing Center gives the W.P.E. in September, October, and November for the fall semester, and February, March, and April for the spring semester. All entering students take the W.P.E., except (1) M.F.A. Writing & Poetic students who submit a manuscript for admission to Naropa University, and (2) Certificate students. First year B.A. students may choose to take the evaluation during their first or second semester. B.A. transfer students and M.A. students should take the evaluation during their first semester.

If a student has a learning differences or physical differences (disabilities) such as dyslexia, chronic fatigue, mobility impairment, etc., they must contact the Naropa Writing Center Assistant Director before taking the evaluation so that alternative arrangements can be made.

The B.A. W.P.E. is a “take-home” essay with questions about the student’s own life experiences. The M.A. W.P.E. asks for a text-based discussion. Neither W.P.E. tests for knowledge of specific facts; therefore, there are no “right answers.” The student has four days to write your essay. Spell check, grammar check, a writer’s reference and a dictionary are recommended for use in the W.P.E.

Writing samples are evaluated as “Satisfactory” or “Unsatisfactory” by trained Writing Fellows of the Naropa Writing Center. A “Satisfactory” writing sample (Writing Proficiency Assessment requirement).

1) demonstrates a clear, focused controlling idea
2) develops new insights about the subject
3) demonstrates a clear, logical organization from paragraph to paragraph and within each paragraph
4) uses examples that relate to the controlling idea and discusses/develops those examples
5) uses an appropriate voice and style and shows audience awareness
6) uses standard conventions of written English (grammar, mechanics, spelling, subject-verb agreement, consistent verb tense, pronoun agreement, and so on).

A writing sample determined to be “Unsatisfactory” according to these standards is then given to a second reader. A split decision is resolved by the Naropa Writing Center staff.

After essays are evaluated, a slip containing the student’s evaluation and a summary of readers, comments is given to each advisor. Together, the student and advisor should discuss the evaluation and comments.
If a student does not pass the evaluation the first time, stop by the Naropa Writing Center to pick up information sheets that explain options. Students are strongly encouraged to work with a Writing Fellow throughout the semester and take free workshops offered by the Naropa Writing Center.

Unless special arrangements have been made ahead of time, it is strongly recommended that graduate students complete this requirement before registering for more than 24 total credit hours. Graduate students cannot begin Internship programs if they have not fulfilled this requirement.

It is strongly recommended that undergraduate students complete this requirement before registering for more than 72 total credit hours.

Contact Michelle Pierce, the Assistant Director of Naropa Writing Center, at 303-245-4608 with any further questions.

Meditation/Contemplative Requirement

The meditation/contemplative arts requirement is satisfied through courses such as: Meditation Practicum, Shambhala Training, Tai-chi Ch’uan, Aikido, Yoga, Ikebana, Calligraphy, and Thangka painting (3 cr. hrs each). These courses provide students with training in mindfulness of the present moment and awareness of their environment. The Meditation Practicum specifically instructs students in shamatha vipashyana meditation practice, the primary meditation technique common to most Buddhist traditions. Shambhala Training presents meditation within a secular context. The other contemplative arts involve awareness training that emphasizes synchronization of mind and body. Courses which fulfill the contemplative requirement vary for each graduate program; please consult the program academic advisor for details.

Master’s Degree Graduation Requirements

Each graduate program has established a required number of credit hours and specific course, thesis, and other requirements for completing the master’s degree. Please consult the following program descriptions for the requirements for each program.

Graduation

During the first week of the semester in which you anticipate completing all coursework for graduation, you must pick up a “Graduation Portfolio” from the Registrar’s Office. It is very important to read the Naropa Weekly each week for updates and announcements concerning the graduation process.

The Portfolio will contain the following information:

- Graduation Application
- Departmental Clearance
- Administrative Clearances
- Graduation Fact Sheet
- Receiving your Diploma
- Staying in Touch after you leave Naropa
- Alumni Services

Degree Dates

Degrees carry the date of the semester in which students complete all of the requirements for the degree. Whether or not students are eligible to be graduated in the Summer is entirely at the discretion of the major department.

The Effect of Incompletes or Coursework Not Yet Taken

If students have more than three credits of incomplete work, they may sit with their classmates at the graduation ceremony. Exceptions to consider more than three credits must be approved by the Academic Policy Committee no later than four weeks before grades are due for that semester.

If students have any incomplete work, their degree will carry the date of the semester in which they completed the work, not the semester in which they started the work.

Diplomas and Transcripts

Verifying Graduation

Diploma and two copies of official transcripts are mailed after final grades have been verified and after other audit checks are completed, normally 10-12 weeks after the ceremony. Official transcripts verifying graduation can be mailed earlier, after final grades have been verified, normally 4 weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing. Transcripts and diplomas will not be issued if all of the above steps are not properly completed. Even though there is only one graduation ceremony per academic year (at the end of the spring semester), diplomas and official transcripts verifying graduation will be available after the end of the semester in which completes all the requirements for the student degree.

Confirmation Deposits

A Confirmation Deposit of $250 will be mailed as soon as all graduation audits are completed (usually before diploma and transcripts are mailed).

Leaves of Absence

If students plan to take a break from their studies, they can “save” their place in the program, for a maximum of one year, by following the Leave of Absence procedure. If students are in good academic and financial standing, the Leave is usually approved, and they may return to the University within one year without having to re-apply for admission.

A Leave of Absence should be applied for during the semester prior to departure. The deadline to apply during the first semester in which students are not registered for courses is the end of the Drop/Add period. After that date, a $30 processing fee is assessed to hold their place in the program. If students do not attend a summer session, they do not need to file a Leave of Absence.
If students miss a semester without filing a Leave of Absence, they must re-apply for admission to continue their studies. The basis of this policy is the University’s belief that continuity is an integral and significant part of contemplative education. This policy applies when students (1) file a formal Withdrawal from the University, (2) drop or withdraw from all courses in any one semester, (3) complete all courses in any one semester but do not register the following semester, or (4) do not return from a Leave of Absence within the specified time.

A student’s re-admission, as well as the number of credits he/she has previously earned that can be counted toward the degree he/she is seeking, are at the discretion of the academic department to which he/she is applying.

The “Leave of Absence” form is available outside the Registration Office. Students must route it to the following people for their signature and approval: (1) Registrar’s Office, (2) Academic Advisor, (3) the Dean of Students, (4) the Director of Financial Aid, (5) Library, and (6) the Bursar. Students will need to make an appointment with the Bursar’s Office to audit their account, because auditing their account cannot be done on a walk-in basis.

If students file a Leave of Absence without completing current coursework, all Drop, Withdraw, Refund, and Incomplete (IF and IW) policies apply.

If at the end of a Leave of Absence students decide not to return, they must then follow the procedures for “Permanent Withdrawal” (below) in order to receive a confirmation deposit.

For what to do in case of medical or family emergency, see “Leaves of Absence and Withdrawals in Cases of Medical or Family Emergencies.” Graduate students who have completed all their coursework but not their master’s thesis, paper, or manuscript, are not eligible for Leaves of Absence. Instead, students must register for a 0.5 credit Extended Thesis, Extended Paper, or Extended Manuscript course for every semester that elapses until the master’s work is completed. When a Leave of Absence is taken, the confirmation deposit is not returned.

Permanent Withdrawal from the University

If a student decides to leave Naropa and has no intention of returning, he/she must complete the “Permanent Withdrawal from the University” form, which is available outside the Registration Office. It is his/her responsibility to make appointments with the following people to obtain their approval and signatures on the form: (1) Registrar’s Office, (2) Academic Advisor, (3) the Dean of Students, (4) the Director of Financial Aid, (5) Library, and (6) the Bursar. The student will need to make an appointment with the Bursar’s Office to audit accounts, because auditing accounts cannot be done on a walk-in basis. Once the Bursar’s Office has certified that accounts are clear, the completed form will be given to the Registration Office, who completes the appropriate drop or withdrawal forms and then adjust the records accordingly.

If students permanently withdraw from the University without completing current coursework any time after the Drop/Add period, all Drop, Withdraw, Refund, and Incomplete (IF and IW) policies apply.

If students are permanently withdrawing from the University and are receiving federal financial aid, see “Refunds and Repayment of Financial Aid,” because they may be subject to a different refund schedule.

When students have completed the paperwork for Permanent Withdrawal from the University, their confirmation deposit (minus any outstanding fees) will be mailed. If they wish to return to the University they must re-apply through the Admissions Office.

See “Re-Admission.”

Leaves of Absence & Withdrawals in Cases of Medical or Family Emergency

Documented medical and family emergencies may entitle students to the grade of “Incomplete/Withdrawal” (IW) in students courses. This grade allows students to re-take courses within one year without paying additional tuition. If they do not complete the work in those courses within a year, the grade of “W” (Withdrawal) is automatically assigned. Grades of IW or W do not constitute permanent withdrawal from the University.

Failure to File a Formal Leave of Absence or Withdrawal from the University

If students do not file a Permanent Withdrawal or Leave of Absence, they forfeit their confirmation deposit.

If students do not file a Permanent Withdrawal or Leave of Absence, and they have pre-registered for courses for the subsequent semester, they are liable for all tuition and fees for those courses, and will receive the grade of “F” for those courses if not attended.

If students miss a semester without filing a Leave of Absence, they must re-apply for admission to continue their studies. The basis of this policy is the University’s belief that continuity is an integral and significant part of contemplative education. This policy applies when students (1) file a formal Withdrawal from the University, (2) drop or withdraw from all courses in any one semester, (3) complete all courses in any one semester but do not register the following semester, or (4) do not return from a Leave of Absence within the specified time.

Re-Admission

• If students completed all courses in any one semester but did not register the following semester and did not file a Leave of Absence, they must re-apply for admission to continue their studies.
• If dropped or withdrew from all courses in any one semester, and did not file a Leave of Absence, they must re-apply for admission to continue their studies.
• If students did not return to the University after a Leave of Absence, they must re-apply for admission to continue their studies.
If they filed a “Permanent Withdrawal from the University” form, they must re-apply for admission to continue their studies.

A student's re-admission, as well as the number of credits previously earned that can be counted toward the degree he/she is seeking, are at the discretion of the academic department to which he/she is applying. The admission and graduation requirements of the academic year for which the student is re-applying will apply.

A completed application form, application fee, three letters of recommendation for graduates, two for undergraduates, official transcripts reflecting further coursework (if applicable), and statement of interest, and application fee are required for re-admission.

Returning from a Leave of Absence
If students are returning to a program after an authorized, unexpired Leave of Absence, send a letter to the Registrar stating the semester returning. It is not necessary to re-apply through the Admissions Office.

Students may register during Orientation Week with new students, or may pre-register with other returning students during the pre-registration period of the semester preceding the semester returning (during April to return in the fall semester, or during November to return during the spring semester).

Maintaining Records
Permanent Change of Address
When students move, they must inform the Registration Office of new addresses and telephone numbers. Many different departments of the University will often have the need to be in contact, but most importantly this information can be essential in case of emergency. Failure to update addresses and telephones promptly does not relieve students from responsibility for being aware of the information which the University attempted to deliver.

Temporary Change of Address
Students often take extended vacations and breaks. The University's software now has the capability to record a temporary change of address or telephone number. The University may need to contact the Students, but most importantly this information can be essential in case of emergency. Failure to provide a temporary address or telephone promptly does not relieve students from responsibility for being aware of the information which the University attempted to deliver.

Change of Name
If students change their name, they must fill out a “Change of Name” form and submit it, along with official documentation to the Registration Office. Identification showing both the old name and the new name is required. This may include a marriage certificate or court order for legal name change.

Change of Other Personal Information
If marital status, parent address, or religious denomination has changed or is expected to change soon, be sure to inform the Registration Office; they may need this information in case of emergency. Use the “Biographical Data Sheet,” located outside the Registration Office, to update this information.

Obtaining Records
Transcripts
The Registration Office issues both official and unofficial transcript copies of student academic records. Student signatures are required to authorize the release of a transcript. A “Transcript Request” form is available outside the Registration Office for this purpose.

Transcripts for Recent Graduates
Two copies of students official transcripts are automatically mailed (along with diplomas) after final grades have been verified and after other graduation audit checks are completed, normally 10-12 weeks after the end of the final semester. Official transcripts verifying graduation can be mailed earlier, after final grades have been verified, normally four weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing.

Transcript Fees
Unofficial Transcript $1.00
Official Transcript $5.00
Charge to Fax Transcript $3.00
24-Hour Service $10.00
Overnight Express Delivery $13.50

Transcript Holds
A “hold” will be placed on records if students have not met their obligations to the University. Such obligations include, but are not limited to, tuition and fees, library fines, and loan payments. Transcripts may also be withheld for non-financial reasons, such as incorrect address.

Official transcripts will not be released by the University to a student or any other person or organization authorized until all outstanding financial obligations to the University have been met (or arrangements have been made to the Bursar’s satisfaction). All financial arrangements are made only through the Bursar’s Office. Once student’s obligations have been fulfilled, transcripts request can be processed.
OPEN THE DOOR

The aim of a Naropa College education is to uncover wisdom, cultivate compassion, and develop the knowledge and skills for effective action in the world. We embody this aim in a community where faculty and students join in a mutual commitment to contemplative education and where faculty members teach what they know well and love deeply.

EDUCATIONAL PHILOSOPHY

Naropa University grew out of a philosophy of contemplative education that dates to Nalanda University, a major center of learning founded in India in the sixth century CE, and presided over in the eleventh century by the Buddhist scholar Naropa. Our Buddhist educational heritage has been the ongoing inspiration for the development of Naropa College. From this heritage come three guiding principles: wisdom, compassion, and effective action.

An essential characteristic of wisdom is to value the sacredness and interconnectedness of all life. By cultivating our love of learning, rather than striving after knowledge as an object, we grow into our inherent wisdom. Compassion begins with genuine self-acceptance and gentleness toward ourselves. From this, our capacity for empathy and kindness toward others develops naturally. To harm any part of the fabric of life is to injure the whole; to help any part is to benefit the whole. Effective action is the embodiment of wisdom and compassion in our lives. At Naropa, effective action manifests in our commitment to academic, artistic, and contemplative disciplines and in our service to others.

THE STRUCTURE OF A NAROPA EDUCATION

The Major

Naropa College offers the Bachelor of Arts degree in Early Childhood Education, Environmental Studies, InterArts Studies (concentrations in Dance/Movement Studies, Dance Therapy, Interdisciplinary Performance, Music, and Theater), Interdisciplinary Studies, Contemplative Psychology, Religious Studies, Traditional Eastern Arts, Visual Arts, and Writing & Literature.

The Bachelor of Arts degree programs in Early Childhood Education, Traditional Eastern Arts, Visual Arts, and Writing & Literature require 24 semester credits in the major. Contemplative Psychology, Environmental Studies, InterArts, and Religious Studies are 36-credit majors. Interdisciplinary Studies requires 40 semester credits and does not require a minor.

The Minor

The minor field is designed to provide you with experience in an alternative area of study. You may minor in: Anthropology, Contemplative Education, Contemplative Psychology, Dance/Movement Studies, Early Childhood Education, Ecology, Ecopsychology, Horticulture, Music, American Indian Studies, Religious Studies, Theater, Traditional Eastern Arts, Visual Arts, or Writing & Literature. 9 semester credits must be taken to satisfy the requirement for the minor.

The Eight Areas of the Naropa Core

Excellence in education requires both breadth and depth of study. At Naropa College we take the view that breadth does not necessarily precede depth. The eight areas of the Core provide you with the opportunity to experience depth as well as breadth from the beginning of your studies. The Core offers the flexibility to choose from among the diverse range of courses at the College while maintaining a balance between contemplative practice, intellectual work, and creative expression.

At Naropa you will find that stories are often used to raise questions or make new connections. The following story offers a way of seeing the relationship between the Naropa Core requirement and your own preferences and predilections. A famous musician came to the Buddha and asked to be taught meditation. The musician asked the Buddha whether he should try to control his mind or completely let go. The Buddha responded with a question, asking the musician, "How would you tune the strings of your instrument?" The musician replied, "I would make them not too tight and not too loose." The Buddha told the musician to think of meditation practice in the same way—not to let the mind wander but not to impose anything too forcefully.

The Naropa faculty has designed a Core requirement that is not too tight, not too loose. We are committed to ongoing study and practice in the areas represented by the Core and invite you to share this educational journey with us.
The faculty views the eight areas of the Core as mutually enriching and interdependent. You might visualize these eight areas as spokes of a wheel which lead into the same central hub: wisdom, compassion, and effective action. Through studies in the Naropa Core you will discover how these eight spokes interrelate, inform one another, attract and diverge.

As you seek to discover the relations between each of the eight spokes, you may find that surprising connections appear as if out of nowhere. While playing with a jazz ensemble, you may be reminded of the creative tension between form and freedom, and you may explore the interplay between innovation and tradition in a course on Judaic thought. A course that takes you on a walking tour of the Boulder bioregion may call for group and leadership skills you did not know you possessed. Through the eight spokes of the Core, you will clarify your own values and, we hope, discover an authentic life path.

The Core requirement should be seen in the context of the four-year program of undergraduate study and is a graduation requirement that applies to all entering students. We recommend that you complete as much of the Core as possible before declaring a major. Beginning with orientation week and continuing through your first two years at Naropa College, you and your advisor will design an individualized course of study in the eight areas of the Core leading to concentrated study in a major. Chances are you will find that the courses you most want to take will satisfy some part of the Core requirement.

**B.A. Degree Requirements**

A student must meet the following requirements to receive the Bachelor of Arts degree from Naropa College:

- Earn a total of 120 credit hours with a cumulative Grade Point Average of at least 2.0
- Fulfill the Naropa Core requirement
- Earn the final 60 upper-division credit hours at Naropa
- Complete the requirements for one of the B.A. majors
- Complete a minor of at least 9 credit hours

**DESCRIPTIONS OF THE CORE AREAS**

**ARTISTIC PROCESS**

Naropa's emphasis on combining awareness practice with other disciplines provides a unique approach to the study and practice of the arts. In a world increasingly dependent upon passive reception of virtual experience, we value awakening and enlivening the sense perceptions through direct participation in creative process. The joy of creativity and delight of improvisation requires a commitment to personal discipline that informs all aspects of our lives. Courses in Artistic Process develop self-confidence, cognitive flexibility, and an appreciation for the fine and performing arts. Some practices are collaborative and performance-oriented; some are solitary. Students are advised to choose classes from two different disciplines in fulfilling this requirement.

**COMMUNICATION ARTS**

Communication is a continuous process of trial and error. We learn by taking risks and making mistakes, by being misunderstood as well as understood. Through courses in Communication Arts, we explore the delights and dilemmas of oral and written communication. Courses are designed to meet you where you are and to deepen your confidence in written and spoken expression through spontaneous composition, careful revision, and presentation.

Reading, writing, listening, and speaking are fundamental skills required of anyone who wishes to engage in effective action in the contemporary world. Through presenting your work to others and engaging in constructive critical dialogue, you will investigate the power of language to shape thought, develop an awareness of language choices, and refine your ability to communicate with people of diverse backgrounds.

**NOTE:** All Naropa College undergraduates are required to have 3 credits in a non-fiction writing intensive. Students who do not enter with 3 credits in a writing intensive must take NCCC 250 Writer’s Craft during their first or second semester at Naropa. Upper division transfer students who have not met this requirement may have the option of taking WRI 552 Expository Essay on a space-available basis.
COMPLEX SYSTEMS

Only a century ago, scientists and philosophers were filled with the hope that we could understand the whole of any object or domain by a detailed examination of its ever-smaller parts. This search led to disappointment as we began to realize that natural systems require a much more complex view. Scientists and philosophers began exploring whole systems in all their ambiguous complexity. What began as a complex mathematical pursuit has become a valuable and approachable way to observe and think about our lives as a rich network of interconnected relationships. At Naropa we also honor ancient traditions of wisdom that have long appreciated and articulated these relationships.

Through courses in Complex Systems, you will learn to consider “nets” or “fields” of relations, the flow of exchange among them, and the organizing principles of functioning wholes. Courses in this area emphasize observation and how methods of inquiry shape perception. How does cultural consensus about what is “real” influence what we see?

Complex Systems courses are designed to increase our ability to analyze data, perceive patterns, think in terms of long-range impacts, acknowledge alternative perceptual frameworks, and to remain open in the face of uncertainty.

One of the most significant systems relationships we have today is with the natural world. Therefore, we require that 3 credits of your Complex Systems courses be what we call an “Environmental Awareness” course. These courses are designed to enhance one’s awareness, understanding, and literacy of environmental issues.

CONTEMPLATIVE PRACTICES

The root of the word core (the Latin cor) means heart. At the heart of Naropa College is a view of practice as an ongoing process, a willingness to return to the beginning, an openness to questioning freshly who and what we are. Through contemplative practice, you learn to bring your attention to immediate experience moment by moment rather than toward achieving an external, future-oriented goal. These courses teach the principles and techniques of disciplines you can return to again and again, providing the foundation for lifelong learning. The cultivation of mindfulness and awareness through contemplative practice forms the basis of our engagement with, and service to, the world. The College embraces a pluralistic view of practice, recognizing a variety of contemplative disciplines from several wisdom traditions.

While only the courses listed in this category satisfy this requirement, a contemplative view permeates the undergraduate curriculum. All disciplines, Eastern or Western, artistic or scientific, spiritual or secular, can be a vehicle for contemplative exploration and discovery.

CULTURAL & HISTORICAL STUDIES

Courses in this area engage us in critical reflection and inquiry concerning cultural and global relations from historical and ethical perspectives. Cultural & Historical Studies courses guide students in examining how culture is produced, interpreted, and disseminated. Some courses address questions of power, disempowerment, and the human longing for liberation. Others focus on the relationship between individual literary or historical texts and cultural patterns that affect us both directly and indirectly.

We study literature not just to appreciate art or connect with our cultural roots, but also to understand the power of language and art to shape reality. Through Cultural & Historical Studies students develop skill in interpreting literary and historical texts to better comprehend their experience in the world, make informed choices, and contribute meaningfully to their communities. Students are advised to choose classes from two different disciplines in fulfilling this requirement.

NOTE: One 3-credit foreign language course may count toward the Cultural & Historical Studies Core requirement.

GROUP & LEADERSHIP SKILLS

Whether you intend to form a dance collective after graduation, teach kindergarten or college, publish your own literary magazine, or enter law school, you will need to develop and refine your ability to work as a member of a group.

The Group & Leadership Skills core requirement grew out of the faculty’s belief that undergraduate education must address the role of the individual within a community. Courses in this area assist students in developing an understanding of group dynamics and acquiring the tools needed to assume a position of leadership or collaborate effectively. Courses emphasize problem-solving, systems thinking, leadership skills; questions of power relations, diversity issues, and personal and social transformation. A common aim of these courses is to develop the knowledge and skills to act effectively and compassionately in a multicultural world.

NOTE: Undergraduates interested in further study and practice in this field may elect to take weekend intensives offered by the Master’s Program in Environmental Leadership.

HEALING ARTS

The willingness to look deeply and investigate the nature of our own body, heart, and mind is central to the educational vision of Naropa. In order to help others we must know ourselves. Here we may find hidden treasures or unwanted experiences, painful obstacles as well as authentic confidence. We may even discover to our amazement that these are inseparable from each other.
The study of history and culture can be more than precise and honest scholarship or research. It can be experiential in that we might join the wisdom of the past with a fresh understanding of our lives and communities. We may be provoked to look up and around for truths beyond the pressing immediacy of our lives, and, thus, begin to develop a panoramic view of our own inheritance, yet not be trapped by it, moment to moment.

— John Cobb, President, Naropa University

The courses that fulfill the Healing Arts requirement are diverse in orientation. Some emphasize the wisdom of the body and the sense perceptions. Others provide tools for investigating basic assumptions or beliefs that may obscure our capacity to understand ourselves and others. In all of these courses you learn to examine your experience with precision, gentleness, and curiosity. Many of these courses address specific healing traditions or theoretical models but all train students in openness and respect for their immediate experience, providing the necessary foundation for working with others.

WORLD WISDOM STUDIES

Central to the mission of Naropa College is an inquiry into the wisdom that resides in the traditions of many different human communities. Through courses in World Wisdom Studies, you will investigate the relationship between your direct experience and ancient teachings, exploring first-hand their relevance to contemporary life. Faculty who teach courses in World Wisdom Studies are practitioners of the traditions they teach. The common aim of courses in this area is to explore the unity and diversity of human experience and to evoke the intersection between intellect and intuition.

COURSES THAT FULFILL THE CORE

NOTE: An asterisk * following a course number means the course may be applied to the Core requirement in one of two areas. "W" following a course number indicates a 1-credit weekend intensive.

Key to abbreviations:

Courses specifically designed for first and second year students bear the Naropa College Core abbreviation (NCC) followed by a letter indicating the area of the Core satisfied by the course.

NCCA: Artistic Process (AP)
NCCC: Communication Arts (CA)
NCH: Healing Arts (HA)
NCCL: Group & Leadership Skills (GLS)
NCPC: Contemplative Practices (CP)
NCCH: Cultural & Historical Studies (CHS)
NCWW: World Wisdom Studies (WWS)
NCCE: Complex Systems (CS)
NCCZ: Courses that fulfill one of two area requirements

As you will see from the lists below, many departmental offerings also fulfill Core requirements. These bear the following designators.

ANT: Anthropology
ART: Visual Arts
DAN: Dance/Movement Studies
ECO: Early Childhood Education
ECO: Ecology
EMV: Environmental Studies
HOR: Horticulture
IAR: InterArts
MUS: Music
NAM: American Indian Studies
PSYB: B.A. Contemplative Psychology
PSYS: Somatic Psychology
PSYT: Transpersonal Counseling Psychology
REL: Religious Studies
THR: Theater
TRA: Traditional Eastern Arts
WRI: Writing & Literature

Courses that fulfill the ARTISTIC PROCESS Requirement

ANT 536* Arts and Culture of Nepal (AP & CHS)
ANT 538* Arts and Culture of Bali (AP & CHS)
ART 500 The Contemplative Artist
ART 502 Pottery From the Earth
ART 505 Drawing I
ART 515 Watercolor I
ART 520 Calligraphy and Book Arts
ART 525 Drawing II
ART 533* Thangka Painting I (AP & CP)
ART 535 Watercolor II
ART 537* Brushstroke I (AP & CP)
ART 540 Sculpture
ART 543 Thangka II
ART 545 Painting I
ART 547* Brushstroke II (AP & CP)
ART 555 Figure Drawing I
ART 556 Tibetan Scroll Painting
ART 558 Balinese Batik (Study Abroad)
ART 575 Figure Drawing II
DAN 310 Contemporary Dance Foundations
DAN 330 Contemporary Dance Forms I
DAN 350 Contemporary Dance Forms II
DAN 410 Dance of Africa
DAN 450 Contemporary Dance Forms III
DAN 508 Balinese Dance
IAR 340 Studies in Improvisation
IAR 410* Creative Process: Guest Artist Dharma Art (AP&CP)
IAR 506* Contemplative Dance Practice: Body/Mind Awareness (AP & CP)
MUS 505 Balinese Gamelan Orchestra
MUS 508 Shambhala Chorus
MUS 515 Music of Africa
MUS 530 Improvisation I
MUS 535 Jazz Ensemble
MUS 538 African Marimba Ensemble
MUS 540 Improvisation II: Jazz and Blues Forms
MUS 546 Nepali Music and Dance (Study Abroad)
MUS 548 Balinese Gamelan Orchestra: Bali (Study Abroad)
NCCA 100 Musical Beginnings
NCCA 205 Thinking Photography
NCCA 213 Wisdom of the Body
NCCZ 205* Group & Leadership Skills: Cultural Identity & Creative Process (AP & GLS)
NCCZ 275* Poetry Workshop (AP & CHS)
NCCZ 320* Moving Images: So You Want to Make a Movie (AP & CHS)
PSYB 515W Process Painting and Meditation (AP & HA)
THR 500 Actor's Journey, Fool's Caper
THR 503W Acting Lab I
THR 504W Acting Lab II: Spinning Straw into Gold
THR 507W Acting Lab V: Movement, Text, and Personal Stories
THR 508W Acting Lab VI: Comedy: Tliivializing the Terrible

54 Naropa College: Open The Door
Courses that fulfill the COMPLEX SYSTEMS Requirement:

Courses that fulfill the 3-credit "Environmental Awareness" requirement within COMPLEX SYSTEMS:

- ECO 500 Water Quality and Watersheds I
- ECO 506 Coming Home: Boulder's Bioregion
- ECO 510 Field Ecology
- ECO 550 Water Quality and Watersheds II
- ECO 560 Global Ecological Issues
- ENV 320 Ecology and Evolution
- ENV 340 Garden World
- ENV 500 Human Systems and Evolution
- [PreReq: NCCS 220]
- ENV 520 Deep Ecology in Context
- HOR 520 Vegetable Garden
- [PreReq: ENV 340 and Upper Division status recommended]
- NAM 560 Survival Skills
- NCCX 200 Boulder Bioregion: An Exploration of Place
- NCCX 210 Botanical Arts: Doing Science through Art
- NCCX 240 General Systems Thinking
- NCCX 245 Geography: Pilgrimage, Sacred Landscape and Celebration of Earth

Courses that fulfill the 3-credit Complex System requirement:

- ANT 550* Cultures, Globalization, and Environmental Peacemaking (CS & CHS)
- DAN 550 Body-Mind Centering II: Foundation and Anatomy
- ECE 320 Body Mind Development and Expression
- ECO 500 Water Quality and Watersheds I
- [PreReq: ENV 320]
- ECO 506 Coming Home: Boulder's Bioregion
- [PreReq: ENV 320]
- ECO 520 Field Ecology
- [PreReq: ENV 320]
- ECO 550 Water Quality and Watersheds II
- [PreReq: ENV 320]
- ECO 560 Global Ecological Issues
- [PreReq: ENV 320]
- ENV 320 Ecology and Evolution
- [PreReq: NCCX 200, NCCX 210, NCCX 222, NCCX 240, or NCCX 245]
- ENV 340 Garden World
- [PreReq: NCCX 200, NCCX 210, NCCX 222, NCCX 240, or NCCX 245]
- ENV 500 Human Systems and Evolution
- [PreReq: NCCS 220]
- ENV 520 Deep Ecology in Context
- [PreReq: ENV 300 or ENV 320]
- ENV 530 Environmental Problem Solving
- [PreReq: ENV 320 and Upper Division status required]
- ENV 540 Contemplative Approaches To Environmental Issues [PreReq: ENV 300]
- ENV 550 Sustainable Communities
- [PreReq: ENV 520, ENV 530, and Upper Division status required]
- ENV 555* American Indian Cultural Survival (CS & CHS) [PreReq: NCCS 220]
- ENV 565* Indigenous People and Environmental Issues (CS & CHS) [PreReq: NCCS 220 and Upper Division status recommended]
- HOR 500 Landscape Design For Sustainability

---

Working in the garden at Naropa’s organic farm and studying literary theory engage the same capacities of mind — will, planning, and openness in the face of complexity. Are you willing to receive the information? Are you willing to develop the tools to become more responsive to complex systems?

– d'Torres Ketchin, Environmental Studies faculty
[PreReq: ENV 340, HOR 520, and Upper Division status recommended]
HOR 510 Small Farm Management
HOR 520 Vegetable Garden [PreReq: ENV 340] and Upper Division status recommended]
NAM 560 Survival Skills
NCCX 200 Boulder Bioregion: An Exploration of Place
NCCX 210 Botanical Arts: Doing Science Through Art
NCCX 215 Anatomy in Clay: Zoologisk Anatomiken
NCCX 222 Scientific Inquiry: Kitchen-Sink Science
NCCX 230 Sciences & New Science
NCCX 240 General Systems Thinking
NCCX 245 Geography: Pilgrimage, Sacred Landscape & Celebration of Earth
NCCX 250 Mathematical Logic & Cognition
NCCX 270 Awakening the Scholar
NCCX 370 Metacognition: Seminar
NCC 326* Global Corporatism (CS & CHS)
PSYB 365* Family Systems (CS & GLS)
PSYB 539* Nutrition (CS & HA)
PSYB 555* Symbols and Transformation (CS & HA)

Courses that Fulfill the CONTEMPORARY PRACTICES Requirement:

ART 533* Thangka Painting I (AP & CP)
ART 537* Brushstroke I (APS CP)
ART 543* Thangka Painting II
ART 547* Brushstroke II (AP & CP)
ART 553* Thangka Painting III
ECE 505* Matri and Learning Styles
IAR 410* Creative Process: Guest Artist Dharma Art (AP & CP)
AR 506* Contemplative Dance Practice: Body/Mind Awareness (AP & CP)
NCCP 100 Beginning Yoga
NCCP 200 Meditation: The Awful Truth
NCCP 265 Observing the World
PSYB 310 Buddhist Psychology I: Meditation
PSYB 521 Touching the Moment: Mindfulness Retreat
REL 400* Meditation Practicum I (CP & WWS)
REL 501W Introduction to Tibetan Buddhism: The Breeze of Simplicity
REL 506 Meditation Practicum: Nepal (Study Abroad)
REL 508 Meditation Practicum: Bali (Study Abroad)
REL 520* Meditation Practicum II (CP & WWS)
REL 547* Month Long Meditation Intensive: A Program of Buddhist Practice and Study (CP & WWS) [must attend Meditation Orientation]
REL 552W* Zen Intensive (CP & WWS)
REL 554W* Mahayana Meditation (CP & WWS)
THR 560* Mudra Space Awareness (CP & HA)
THR 565* Mudra Space Awareness II (CP & HA)
TRA 499 Independent Studies
TRA 500* Shambhala Meditation Practicum I (CP & WWS)
TRA 505 Tai-chi Ch’uan: Level I
TRA 510 Aikido I
TRA 513 Kyudo: Zen Archery
TRA 515 Yoga: Level I
TRA 520* Ikebana (AP & CP)
TRA 525 Tai-chi Ch’uan: Level II
TRA 530 Aikido II
TRA 532 Exploring the Traditional Eastern Arts
TRA 535 Yoga II

TRA 545 Tai-chi Ch’uan: Level III
TRA 550 Aikido III
TRA 555 Yoga III
TRA 580 Shambhala II

Courses that fulfill the CULTURAL & HISTORICAL STUDIES Requirement:

ANT 536* Arts and Culture of Nepal (AP & CHS)
ANT 538* Arts and Culture of Bali (AP & CHS)
ANT 550* Cultures, Globalization, and Environmental Peacemaking (CS & CHS) [PreReq: NCCS 220 and Upper Division status recommended]
ANT 586 Independent Researches: Nepal (Study Abroad)
ANT 588 Independent Researches: Bali (Study Abroad)
ART 551 World Art I
ART 552 World Art II
ECE 350 Holistic & Contemporary Traditions in Education
ENV 555* American Indian Cultural Survival: Intro to American Indian Studies (CS & CHS) [PreReq: NCCS 220 and Upper Division status recommended]
ENV 556 Indigenous People & Environmental Issues (CS & CHS) [PreReq: NCCS 220]
IAR 355 Contexts of Contemporary: Contemporary Perspectives I
IAR 360 History & Contents of Contemporary: Contemporary Perspectives II
MUS 300 Music Appreciation
MUS 350 Listening to Jazz
MUS 555 Introduction to World Music
NAM 565 American Indian History: Contemporary Issues [PreReq: ENV 555]
NCCS 208 Film Studies
NCCS 212 Ethics: Codes, Conduct, and Commitments
NCCS 220 Cultural Anthropology
NCCS 230 African-American Freedom Movements
NCCS 235 Western Philosophy II: Spring of the River of Being
NCCS 253 U.S. Cultural History: Class, Race & Gender
NCCS 273 Western Philosophy III: Perspectives on Modern Thought
NCCS 325 Gender Savvy in Contemporary Religion
NCCZ 220* Leadership: East and West (GLS & CHS)
NCCS 345 Healing Strategies in Literature
NCCZ 230* Peace Studies: Conflict Resolution and Restorative Justice (CHS & GLS)
NCCZ 235W* Gandhi and Malcolm X: The Quest for Personal and Social Transformation (CHS & GLS)
NCCZ 240W* Gandhi and His Search for Moksha (CHS & WWS)
NCCZ 275* Poetry Workshop (AP & CHS)
NCCZ 280W* Gandhi: Transforming Leadership (CHS & GLS)
NCCZ 290* Mythopoiesis: Cosmologies and Mythologies (CHS & WWS)
NCCZ 300* Engaging the World (CHS & GLS)
NCCZ 305* Women of Color in Literature: Diverse Perspectives (CA & CHS)
NCCZ 315* American Literature Survey (CA & CHS)
NCCZ 320* Moving Images: So You Want to Make a Movie (AP & CHS)
NCCZ 326* Global Corporation (CS & CHS)
Courses that fulfill the GROUP & LEADERSHIP SKILLS Requirement:

- ECE 450 Supervised Teaching Practicum
- ENV 528 Ecology Capstone: Ecopsychology (CHS & WWS)
- NCCZ 209 Group & Leadership Skills: Cultural Identity & Creative Process (AP & GLS)
- NCCZ 220 Leadership: East and West (GLS & CHS)
- NCCZ 230 Peace Studies: Conflict Resolution and Restorative Justice (CHS & GLS)
- NCCZ 235W Gandhi and Malcolm X: The Quest for Personal and Social Transformation (CHS & GLS)
- NCCZ 280W Gandhi: Transforming Leadership (CHS & GLS)
- NCCZ 300 Engaging the World (CHS & GLS)
- PSYB 365 Family Systems (CS & GLS)
- PSYB 508 Embodiment and the Individual (GLS & HA)
- PSYB 517 Cultural Diversity (CHS & GLS)
- PSYB 528 Gestalt I (GLS & HA)
- PSYB 578 Exploring the Role of Music in Therapy (GLS & HA)
- PSYB 326 Authentic Movement (GLS & HA)
- PSYB 516W Contemplative Mountaineering
- PSYT 520 Psychology of Wilderness Experiences
- PSYT 530 Journey to the Source (GLS & HA)
- REL 515 Buddhism and Social Action (CHS & GLS) [Upper Division status required]
- WRI 581 Project Outreach

Courses that fulfill the HEALING ARTS Requirement:

- ECE 300 Foundations of Contemplative Education
- ENY 528 Ecopsychology Training: Waking Up Together (GLS & HA)
- NCCH 320 Introduction to Western Psychology
- PSYB 330 Introduction to Jung
- PSYB 344 Introduction to Transpersonal Psychology
- HUMANIST PSYCH
- REL 515 Buddhism and Social Action (CHS & GLS)
- REL 430 Exploring Dreams: Jungian Practice and Beyond

Courses that fulfill the WORLD WISDOM STUDIES Requirement:

- NAM 510 Earth Circles and Traditional Wisdoms [PreReq: ENV 555 & NAM 556]
- NCCW 210 The Tao: Lao Tzu, Confucius & the I Ching
- NCCW 280 World Wisdom: Labor, Oration, and Collaboration
- NCCW 280 World Wisdom: Engaging the Ecstasy of Beauty
- NCCZ 240W* Gandhi: His Search for Moksha (CHS & WWS)
- NCCZ 290* Mythopoesis: Cosmologies and Mythologies (CHS & WWS)
- REL 400 Contemplative Christianity
- REL 405 Foundations of Buddhism
- REL 415 Path of Compassion (CHS & WWS)
- REL 430 Contemplative Christianity
- REL 440 Religion in Human Experience (CHS & WWS)
- REL 520 Meditation Practicum II (CP & WWS)
- REL 525 Meditation Practicum II (CP & WWS)
- REL 529 World Wisdom: Jewish Literary
- REL 530 Contemplative of Hinduism
- REL 531 Sacred Earth
- REL 533* Contemplative Judaism: Dialogue and Clash of Soul and Intellect
- REL 540* Religions of China and Japan (CHS & WWS)

There is in the practice of T’ai-chi Ch’uan a state of body and mind where, one experiences being comforted in suffering, soothed in pain, and cooled in panic.

– Jane Pagano, Traditional Eastern Arts Co-Chair
TYPICAL EXAMPLES OF THE FOUR-YEAR COURSE OF STUDY

Example One:

This student moved through the Core to the B.A. degree in Contemplative Psychology with a concentration in Health and Healing and a minor in Music.

First year, Fall Semester:
- Aikido I (Contemplative Practices)
- The Tao: Lao Tzu, Confucius & the I Ching (World Wisdom Studies)
- Gender Savvy in Contemporary Religion (Cultural & Historical Studies)
- Writer's Craft (Communication Arts)
- Drawing I (Artistic Process)
15 credits total

Spring Semester:
- Aikido II (Contemplative Practices)
- Leadership East & West (Group & Leadership Skills)
- Mathematical Logic & Cognition (Complex Systems)
- Chinese Energetics I (Healing Arts)
- Moving Images: So You Want to Make a Movie (Cultural & Historical Studies)
30 credits total

Second year, Fall Semester:
- Women of Color in Literature: Diverse Perspectives (Communication Arts/Cultural and Historical Studies)
- Water Quality and Watersheds I (fulfills the Environmental Awareness requirement of the Core)
- Introduction to Western Psychology (Healing Arts)
- Shambhala Meditation Practicum I (Contemplative Practices)
- Cultural Diversity (major)
45 credits total

Spring Semester:
- Religion in Human Experience (World Wisdom Studies)
- Basic Acting (Artistic Process)
- Approaches to Healing (toward her intended major in psychology)
- General Systems Thinking (Complex Systems)
- Developmental Psychology (toward her intended major in psychology)
60 credits total

(By the end of her second year of study this student has completed the Naropa Core).

Junior year, Fall Semester
- Buddhist Psychology I: Meditation (major)
- Nutrition (major)
- Musicianship I (minor)
- History of African American Freedom Movements (elective)
- Abnormal Psychology (major)
75 credits total

Spring Semester: Study Abroad in Bali
- Arts and Culture of Bali
- Balinese Gamelan Orchestra
- Meditation Practicum
- Indonesian I
- Balinese Dance
- Balinese Mask Carving
90 credits total

(Since she has already fulfilled the Core, her Study Abroad semester counts toward the 120 credits required for graduation. If she had not finished the Core before going to Bali, half of the Core requirement in Cultural & Historical Studies and Artistic Process could have been fulfilled abroad).

Senior Year: Fall Semester
- Senior Seminar I (major)
- Contemplative Psychology I: Compassionate Action (major)
- Buddhist Psychology II: Maitri (major)
- Tibetan Medicine (major)
- Contemplative Psychology II: Compassionate Outreach (major)
105 credits total

Spring Semester
- Senior Seminar II (major)
- Introduction to Contemplative Religions (major)
- Hakomi Integrative Somatics (major)
- Introduction to World Music (minor)
- Musicianship II (minor)
120 credits total

Example Two:

This student moved through the Core to the B.A. degree in Environmental Studies with a minor in Horticulture.

First year, Fall Semester
- Meditation Practicum I (Contemplative Practices)
- Boulder Bioregion: An Exploration of Place (fulfills the Environmental Awareness requirement of the Core)
- Scientific Inquiry: Kitchen Sink Science (Complex Systems)
- Contemporary Dance Foundations (Artistic Process)
- Writer's Craft (Communication Arts)
15 credits total
Spring Semester:
- Meditation Practicum II (Contemplative Practices)
- Cultural Anthropology (Cultural & Historical Studies)
- Herbal Medicine and Nutrition (Healing Arts)
- Music of Africa (Artistic Process)
- American Literature Survey (Cultural & Historical Studies)
30 credits total

Second year, Fall Semester:
- Poetry Workshop (Communication Arts)
- Indigenous People & Environmental issues (elective)
- Nature, the Sacred and Contemplation (major)
- Spanish (through the ACCESS program – Cultural & Historical Studies)
- Garden World (major)
45 credits total

Spring Semester:
- Peace Studies: Conflict Resolution & Restorative Justice (major)
- Ecopsychology (Healing Arts)
- Geography: Pilgrimage, Sacred Landscape and Celebration of Earth (Complex Systems)
- T'ai-chi Ch'uan I (Contemplative Practices)
60 credits total

(By the end of his second year of study this student has completed the Naropa Core).

Junior year, Fall Semester
- Ecology and Evolution (major)
- American Indian Cultural Survival: Introduction to American Indian Studies (major)
- Kyudo: Zen Archery (Contemplative Practices)
- Dance of Africa (elective)
- Watercolor I (elective)
75 credits total

Spring Semester
- Human Systems and Evolution (major)
- Landscape Design for Sustainability (minor)
- Ikebana (elective)
- Cultures, Globalization and Environmental Peacemaking (elective)
- Physics and New Science (elective)
90 credits total

Senior year: Fall Semester
- Deep Ecology in Context (major)
- Vegetable Garden (minor)
- Ecopsychology: Waking Up Together (elective)
- Watercolor II (elective)
- Humanistic Psychology (elective)
105 credits total

Spring Semester:
- Small Farm: Management (minor)
- Environmental Problem Solving (major)
- Senior Project (at Hedgerow Farm – major)
- Calligraphy and Book Arts (elective)
- Contemplative Approaches to Environmental Issues (major)
120 credits total

ACADEMIC ENRICHMENT

Foreign Language Study
In addition to studying either Sanskrit or Tibetan at Naropa College, students may take foreign language courses through The University of Colorado's ACCESS program on a space available basis. Course and section listings for the current semester are available from your academic advisor.

Chinese  Classical Greek
French  German
Italian  Japanese
Latin  Norwegian
Portuguese  Russian
Spanish  Swedish
American Sign Language

English as a Second Language
Naropa ESL students may benefit from enrolling in ESL courses through the ACCESS Program at the University of Colorado. However, these credits will not transfer to Naropa. Current semester course and section listings are available from your academic advisor.

Study Abroad
Drawing on the wealth of opportunities available in Nepal and Bali, the Naropa Study Abroad programs provide a thorough introduction to the living traditions of meditation, philosophy, music, painting and dance of Nepal and Bali. These Study Abroad programs are designed to infuse the cross-cultural education experience with cultivation of inherent curiosity and appreciation of the world. The programs combine rigorous academic study with direct experience, allowing students to explore these unique cultures with mind and heart.

Students in Naropa College and University have the opportunity to study abroad during their sophomore and junior years, as well as the fall semester of the senior year. A minimum 2.5 grade point average is required to apply for the programs.

Working in the World
Naropa students have the opportunity to work with the local community through internships and outreach programs offered to majors in the Early Childhood Education, Environmental Studies, Psychology, and Writing & Poetics departments. We are currently developing similar programs for students who major in other departments. There are a number of work-study jobs on campus for students who qualify for financial aid. The Career Services office maintains a list of Alternative Break programs through which students may work on national and international service projects. Naropa maintains connections with the Volunteer Clearinghouse at the University of Colorado.

Where can we turn for counsel concerning things that matter most? If we pass a strainer through the world's religions to lift out their conclusions about reality and how life should be lived, those conclusions begin to look like the winnowed wisdom of the human race.
Hedgerow Farm

Hedgerow Farm is a twenty-acre organic farm that is owned by Naropa and run by farmers, gardeners, students, and apprentices. The Environmental Studies Department offers Independent Study options to learn biodynamic farming at Hedgerow. Interested students may volunteer to work at Hedgerow through the Community Supported Agriculture Program. Contact the Environmental Studies Department for more information.

Certificate Programs

Naropa College Certificate programs are offered through all undergraduate departments except Traditional Eastern Arts and Writing & Poetics. Certificate programs last one academic year and require 30 semester credits of coursework, 12 of which must be in your area of concentration. See requirements for individual programs under the departmental descriptions in this catalog. Certificate students are not responsible for completing the Naropa Core requirement or completing a minor.

Continuing Education

Undergraduates may take courses offered by the Naropa School of Continuing Education, which hosts internationally renowned scholars and artists throughout the academic year. Some of these may be taken for credit.

ANY QUESTIONS?

How does the approach to learning at Naropa College relate to traditional Buddhist teachings?

Naropa's founder, Chogyam Trungpa, Rinpoche, sought to offer to the Western university tradition of observation and discovery a traditional Buddhist approach to learning based on three ways of knowing (in Sanskrit, the three prajnas). These three ways of knowing translate as listening, contemplating, and meditating. We are using the word "contemplative" to link and embrace all three levels. As a Naropa College student, when you are presented with new material, either in lecture or book format, step one, listening, is to approach the material with an open and precise mind, listening closely and without bias to what is being presented. This approach also involves opening to the environment in which the teachings are given. Secondly, contemplating, involves revisiting the material, analyzing, discussing, questioning, and mixing it with your experience. In this step the learning process becomes more personal. The last step, meditating, involves letting go of the conceptual struggle and experiencing directly. Often this is the stage where insight arises. As Albert Einstein said, "There comes a time when the mind takes a higher plane of knowledge but can never prove how it got there; all great discoveries have involved such a leap."

Precise mindfulness naturally leads to relaxation into a greater awareness, cultivation of the ability to know, as well as of knowledge itself. This three-pronged approach to learning was used in traditional monastic training and at Nalanda University in India, whose 11th century abbot, Naropa, is the namesake of this university.

— Faculty and Staff of the B.A. Practice Council

How does contemplative education manifest in the classroom?

In my critical theory courses, the contemplative element comes in as an attitude toward learning and interpersonal activity, an openness to questions, and a valuation of dialogue as the most basic, time-honored component of the Western academic tradition which at its roots, like its Eastern counterpart, is an expression of the love of wisdom.

— Steven Taylor, Writing & Poetics and InterArts faculty

In most educational journeys, one or two courses stand out as having been almost magical in their richness and depth. At Naropa, because faculty teach what they know and love deeply, they bring this potential to every course. When this is met by truly reflective students, as it is within Naropa's contemplative climate, the mysteries and complexities beneath the subject matter come alive and learning is transformed into wisdom over and over again.

— Dee Coulter, Naropa College Core faculty

How do I know if I'm ready for Naropa and if Naropa's ready for me?

You arrive here with everything you need for the journey, your innate wisdom, the goodness and sadness in your heart, and your seed creativity. It's not that you are missing something and have to come here to get it. A Naropa education polishes what you already have. By studying and practicing how to open your mind and heart, your basic wisdom and compassion blossom.

— Barbara Dilley, InterArts faculty and former President of Naropa

How would you describe Naropa B.A. students?

Contemplative, opinionated, vulnerable. Naropa students question traditional values ranging from what is a word, what is a self, to what is a flower. The sometimes subtle, sometimes in-your-face spiritual atmosphere engenders a community of students striving toward self-realization, constant risk, and evolutionary action. We are strong, deeply intent in our passions, and beautifully challenging in our friendships. What's it like to learn among us? Well, what's it like to break down all the beliefs you've ever had about yourself?

— Soma Feldmar, class of 2001
What would you tell a prospective student about being an undergraduate at Naropa?

Put something in the catalog about how difficult it is to be a student here. You're not just in class taking notes and splitting it out again. You become so engaged in learning that the distinction breaks down between your personal life and your education. Naropa doesn't just teach you how to be a therapist or a writer, it teaches you how to be a human being and that can be very hard sometimes.

— Heather Akerberg, class of 2001

Do Naropa students live together?

Since we have limited residential housing, we encourage you to look for housing with other Naropa students. Boulder is also home to The University of Colorado and there is no shortage of off-campus housing within walking distance of Naropa's main campus. Sharing a house or apartment with other Naropa students is a great way to save money and cooperate in the responsibilities of daily life. Student Services keeps a constantly updated list of area rentals. Call 303-546-3462 and ask for a housing sheet.

— Katya Sweeney, Assistant Dean of Students

Will I need a car in Boulder?

If you want to live outside of Boulder, a car would be helpful. Some people choose to do this because the housing is less expensive, but the flip-side is commuting and the difficulty of parking on the main campus. Boulder is bike friendly, with bike paths leading all over town. If you live in Boulder, you don't need a vehicle larger than a bike. As a full-time Naropa student, you will receive a bus pass. Public transportation includes the HOP, SKIP, and JUMP bus routes which make it possible to catch a ride every seven to ten minutes on the three most used routes. Buses run late in the evening but less frequently.

— Seth Lepore, class of 1996
NAROPA COLLEGE
CORE (NCC)

"It's like taking a leap into the next moment."

NCCA 100
Musical Beginnings: An Introduction to Music Fundamentals - 3cr.
Timothy Takahashi
The practice of music integrates many aspects of our being: the mind and the body, the sensibilities of the inner self, and the expressivity of the world of the heart. Students are introduced to the practice of music-making from each of these essential perspectives through improvisation, composition, skill-building exercises, formal analysis and listening. Recommended for dancers, theater students and others who would like to learn more about music as a related discipline; a prerequisite for those interested in majoring in music. No previous experience is required.

NCCA 205
Thinking Photography: Mapping Memory - 3cr.
Caroline Hinkley
This course will be both practical and theoretical offering the student "hands-on" opportunities with picture making, primarily photographic, and providing theoretical and thematic ideas that embody disciplines of representation. The major theme of the course is mapping memory with the idea of exploring visually and textually how we are in the world by documenting, articulating, and elaborating our past, present, and our becoming-marking points on a biographical compass, using film and text to build these inventories and make these stories.

NCCA 213
Wisdom of the Body: Movement Studies - 3cr.
Carrie Reiser
This class provides an opportunity for students with no previous movement training to investigate the study of movement and dance. Diverse movement training processes—including body/mind synchronization, integrative alignment and strength building exercises, improvisation and forms derived from American modern dance traditions—will be enhanced by guest faculty, readings and presentations. The development of individual presence and awareness of the dynamics of ensemble will be emphasized throughout the semester. The Wisdom of the Body joins inner awareness and impulses with outer forms of expressive and creative body skills.

NCCC 101
Portfolio Workshop - 1cr.
Leland Williams
Students will prepare portfolio for document college-level learning completed outside the traditional college classroom. This process is designed specifically to acknowledge learning acquired through work experience. See "Portfolio Process" in Naropa College Admissions.

NCCC 248
Coming to Voice - 3cr.
Faculty
We talk all the time but are we communicating who we are? This class is designed to heighten our awareness of everyday exchange and to wet our appetite for the unfamiliar. As we work from oral and written storytelling traditions, we will practice such skills as presence, voice production, oral interpretation, and listening. Class projects encourage students to explore their own stories and to learn from the stories of diverse cultural traditions. We will be joined by guests from other departments at Naropa who will share their voices with us.

NCCC 250
The Writer's Craft - 3cr.
Lee Christopher, Max Reiter, Bill Scheffel, Candace Wallwork, and Leland Williams
This writing workshop is for students interested in a vigorous weekly workout with language. We engage the full range of writing activities, from spontaneous composition to careful editing. As a class, we'll write together, read together, then go home and write some more. Expect to write portraits of people and places, narratives based on observation and inquiry, and genres yet to be named. Experiments with perspective, gesture, and voice will-by the end of the semester-yield a manuscript of polished prose. The primary focus of this course is to assist students in developing, refining, and editing their own writing. Throughout the semester, we will also read a wide range of creative non-fiction by contemporary writers.
NCCH 320
Introduction to Western Psychology - 2cr.
Peter Grotenbacher

This course is an introduction and overview of various Western psychological theories. Emphasis is on view, goals, strengths and weaknesses, and therapeutic approaches.

NCCP 100
Beginning Yoga - 3cr.
Wendy Bramlett

Yoga was traditionally practiced as a means of cultivating a pure and receptive body that could serve as a vehicle for receiving spiritual insight through meditation. There has been a recent surge of interest in yoga as a method of cultivating wellness and managing stress. This class is designed to offer a broad understanding of yoga. We will investigate traditional precepts of yoga philosophy and asana practice. We will explore, also, a more contemporary perspective, through dynamic explorations of movement and breath. This class is designed to offer a diverse and insightful experience of yoga practice.

NCCP 209
Mediation: The Awful Truth - 3cr.
Bayard Cobb

This title, playfully suggested by Charlotte Joko Beck, concerns dispelling the myths about meditation as a way to space-out into blissfully disconnected states. Meditation is rather the means to connect more fully with ourselves and the world. It may wake us up to aspects of ourselves and life that we have been avoiding, consciously or unconsciously. It takes courage, hard work, and time to live a life of honesty, dignity, compassion, and humor. In this course we will study the teachings of Joko Beck, Chogyam Trungpa Rinpoche, and others with a primary focus on the experiential, both in meditation on the cushion and in our daily lives. The course includes two class meetings a week, one Saturday morning of meditation, individual meetings with a meditation instructor: and daily meditation practice. Beginners (and "beginner's mind") definitely encouraged!

NCCS 200
Thinking Diversity Through Film: Potluck dinner, film and discussion - 3cr.
Liz Locke

As an introduction to thinking about issues related to the intersections of race, class, and gender in our lives, we'll be viewing and discussing 12-14 narrative films (via video projection), including "A Question of Silence," "Do the Right Thing," "Daughters of the Dust," "Smyly and Rosie Got Laid," "Smoke Signals," "Ali Familia," "Torc Song Trilogy," "When Night Is Falling," and "Matewan." Readings to facilitate discussion and evaluation will be assigned before each film. The meal and film are open to anyone from the Naropa community who wishes to join us. Bring a friend! After the film, only those taking the course for credit will remain to participate in a one-hour discussion of the film and assigned readings.

NCCS 212
Ethics: Codes, Conduct & Commitments - 3cr.
Alan Hartway

Students will use case studies, their life experiences, and readings to wrestle with the development of codes of morality in social, cultural, and interpersonal commitments. We will introduce and explore cross-cultural ethical systems from Christianity in the West to Buddhism in the East. Topics will include the problem of good and evil in history and in our time, the concept and practice of discernment, and the ways in which several major religious and philosophical traditions have responded.

NCCS 220
Cultural Anthropology - 3cr.
Faculty

This course explores various ways human societies have patterned their relationships to the cosmos, and how these cultural constructs pattern individual perception and experience. Through readings, films, exercises, discussion, and direct experience we gain insight into the interrelationships that make up the complex and dynamic web of life within a culture. In particular this course will focus on how cultures interact with nature.

NCCS 230
African American Freedom Movements - 3cr.
Jeffrey Amos Scott

This course is an introduction to the historical experience and deep spiritual significance of the African-American quest for spiritual redemption and healing, from the struggle for the abolition of slavery to the Civil Rights and Black Power movements of 1955-75. This will not be a conventional history course, densely packed with detailed chronological developments, but one which puts a strong emphasis on the relevance of these historical movements to our societal and personal search for the meaning of genuine freedom.
NCCS 235
Western Philosophy I: Spring of the River of Being - 3cr.
Alan Hartway
This is a survey course of the Western philosophical tradition from its beginnings in ancient Greece and the Mediterranean world. We will review the impact of the Christian writers of the "age of the fathers" and the developments of medieval and renaissance thinkers. Beginning with the Age of Enlightenment, the course will set out the background and problems of philosophy in our contemporary world and some considerations of its future as a branch of linguistics. The course will introduce the major figures of the tradition and their approaches to the question of being. Classes will include discussions, student presentations, readings and lectures.

NCCS 253
U.S. Cultural History: Class, Race and Gender - 3cr.
Gerry Banning
Daily, we encounter products of American culture in the form of advertisements, music, books and television. More often than not, we assume that the beliefs and values embodied in and transmitted by these various media are of the moment, rarely considering the long and often curious history of this nation's culture. This course is intended to introduce topics in U.S. cultural history-comprising the historical development of the nation's values, perceptions, patterns of behavior, and beliefs-paying special attention to issues around class, ethnicity, race, and gender. Through lectures, readings, and discussions, this course will explore U.S. history from the early republic to the recent past, paying special attention to periods of cultural exchange and disjuncture-moments when culture either constituted or transformed a prevailing social order.

NCCS 273
Western Philosophy III: Perspectives on Modern Thought - 3cr.
Faculty
How do belief systems shape our realities and what choices can we make to generate a sustainable future? We will look at developments in science, religion, and philosophy over the past 500 years, with a concentration on the trends that led to the current "global village," its challenges and opportunities. Perspectives on the Western worldview from feminists, indigenous and third world people, Eastern religions, and ecology will be included.

NCCS 315
American Literature Survey - 3cr.
Gina Lez Heilworth
An introduction to imaginative literature-poetry, short fiction, and novels-through a close reading of selected classic texts. The aims of the course are to deepen the students' understanding and appreciation of literature, develop a critical vocabulary for discussion, and to ignite the desire to respond imaginatively to everyday life. We will confront, construct, and deconstruct American myths, investigating the relationship between literature and social issues both as history and as immediate experience. Readings will range from writers such as Dickinson, Faulkner, Fitzgerald and Hawthorne to contemporaries such as James Baldwin, Toni Morrison, Adrienne Rich and Leslie Marmon Silko.

NCCS 325
Gender Savvy in Contemporary Religion - 2cr.
Judith Simon-Brown
Religion has greatly influenced our experiences as male and female in the areas of sexuality, power, sex roles, personal identity, privilege, and enlightenment. Feminism has identified the biases of patriarchy, seeking to rectify them in a variety of ways—reviving the Goddess, reshaping doctrines, and revolutionizing institutions. Have these efforts strengthened the spiritual subjectivities of women and men in these traditions? How can gender difference be appreciated and valued to the detriment of neither women nor men? This course will trace the influence of patriarchy, feminism, and gender studies in contemporary American religion, especially Christian and Buddhist.

NCCW 210
The Tao: Lao Tzu, Confucius, and The I Ching - 3cr.
Batara Faiga
We will study Lao Tzu and the philosophy of Taoism that he spawned; Confucius and his philosophy of social and organizational relations; and the I Ching, which is the integration of Taoist and Confucianist ideals. We will study these philosophies from the point of view of Tai-chi Ch'uan as taught by Professor Cheng Man-chieh. One need not practice Tai-chi Ch'uan to benefit from this course, but an experiential component includes simple chi kung exercises, including the Five Animal Forms, and a compression of the Tai-chi Ch'uan form into the Eight Ways, a set of simple exercises that tease out the basic principles of Tai-chi Ch'uan so it can be taught easily to the ill and the elderly.

NCCW 280
World Wisdom: Labor, Oration, Collaboration - 3cr.
Rabbi Schachter-Shalomi, Alan Hartway, and Guest Faculty
Collaboration comprises three words: the idea of doing something together, labor or work, and finally oration comes from the Latin for "prayer." We will reflect on work as a contemplative practice, creativity in work as something profoundly human and spiritual, and work as an act of holiness and blessing. This course has two parts: a noon lecture and an afternoon discussion group. The student produces a final project about their work, its spiritual aspects, and how these elements come together and in our interaction with others.
NCCW 280  
World Wisdom: Engaging the Ecstasy of Beauty - 3cr.  
Rabbi Schachter-Shalomi, Alan Hartwey, and Guest Faculty  
Beauty has been a human concern throughout history. We've engaged beauty with truth, the sensual, the universal, the creative, the political, and every aspect of our lives. We will explore the ways in which we are engaging beauty on our individual paths and life work. Listening to members of the Naropa faculty and staff in the intimacy of their own engagement with beauty and creativity will provide models and resources of possibilities for students to discover and explore beauty for themselves. This course has two components: a noon lecture for the students and public and a discussion session for the students, which meets later in the afternoon.

NCCX 200  
Boulder Bioregion: An Exploration of Place - 3cr.  
Loretta Mcgrath  
Like orienteers we will explore the Boulder bioregion, its ecological, cultural, historical and social features. From the Naropa campus outward, we'll uncover the lore hidden in the layered map of Boulder. We'll get a bird's eye view from the top of Flagstaff Mountain, walk through the foothills exploring local flora and fauna, discover Boulder's many subcultures and find favorite gathering places. In this multi-perspective exploration, students will have the opportunity to acclimate to this new place and explore the impact of having migrated to a new region. Student projects will link experiential explorations with demographics, interviews, historical records, and scientific findings.

NCCX 210  
Botanical Arts: Doing Science Through Art - 3cr.  
d'Forrest Keitch  
Science and art are both ways of gaining accurate and high quality information about the natural world. Our approach to art will be contemplative and phenomenological, emphasizing observation and embodied experience. We will focus on the plant and ecosystem realms, beginning our study with parts of plants, moving to an understanding of whole plants, and from there to ecosystems and landscapes. Our vehicles for learning will be illustrating, using a variety of media, and contemplative practices involving sitting, movement, and short pilgrimages. The skills and qualities you can expect to explore and develop include botanical illustration, a discerning awareness and ability to observe phenomena of all kinds, an appreciation for how form arises and evolves, and how luminous detail interacts with the greater whole.

NCCX 215  
Anatomy in Clay: Zoologisk Anatomiken - 3cr.  
Ken Morgervigde  
Anatomy in Clay is an introduction to basic human musculoskeletal anatomy, and the principles of human movement. We learn by building muscles and other anatomical structures in modeling clay on a uniquely designed model of the human skeleton. This takes anatomy out of the books and charts and makes it a part of the student's own direct experience. The course will include all the bones, joints and major muscle groups of the body, their actions and how they relate to the movement of our own bodies.

NCCX 222  
Scientific Inquiry: Kitchen Sink Science - 3cr.  
Chuck Peterson  
Basic scientific principles will be explored through examination of everyday objects, materials, and activities in a thorough, yet joyful and whimsical way. The world is our lab: the kitchen, art, music, air, water, toys. This course is an antidote to science phobia and a good introduction to science at Naropa. Topics that we'll explore include: mass, density, volume, the metric system, and the properties of air, fire, earth and water.

NCCX 230  
Physics and Mysticism - 3cr.  
John Stack  
In the history of science, ever since the famous trial of Galileo, it has repeatedly been claimed that scientific truth cannot be reconciled with the religious interpretations of the world. At the end of the 20th century many individuals have claimed that a direct connection exists between the world view of modern physics and that of eastern mysticism, has modern science somehow validated the mystical religious experience? Or does a basic and abiding conflict remain between these diverse human endeavors? We will explore these questions.

NCCX 240  
General Systems Thinking - 3cr.  
Roland Evans  
In this course we will explore the innovative "new science" paradigm with insights gleaned from world wisdom traditions. We will read key texts from thinkers at the cutting edge of scientific epistemology such as Gregory Bateson, David Bohm, Rupert Sheldrake, and Fritjof Capra. Through a balance of theoretical presentations, class discussion, and experiential exercises, we will explore how concepts from new science (biophenomenal patterns, dissipative structures, and strange attractors) shed light on our sense of self and our view of the nature of reality. Students will work individually and collaboratively to create their own coherent understanding and perspective on the nature of experience.
NCCX 245
Geography: Pilgrimage, Sacred Landscape & Celebration of Earth - 3cr.
Anne Z. Parker

We are a culture of nomads, often moving through many places and landscapes in our lives. In this course we will explore these journeys as part of our life practice. Through pilgrimage we transform ourselves and are transformed in dialogue with the landscape. We will reflect on our own life journey through exploring the ideas and traditions of pilgrimage from the great traditions and sacred places of the world and through our own direct experience. Engaging in reading, storytelling, walking, and direct dialogue with place, we will recall and awaken our dance of transformation with the earth.

What the people of the city do not realize is that the roots of all living things are tied together.
When a mighty tree is felled, a star falls from the sky. Before one chops down a mahogany, one should ask permission of the guardian of the forest, and one should ask permission of the guardian of the stars.

- Clan K'in Viejo (quoted in The Fruitful Darkness: Reconnecting With the Body of the Earth by Joan Halifax)

NCCX 250
Mathematical Logic and Cognition - 3cr.
Facility

When the mind practices mathematical thinking, it cultivates a unique kind of rigor. The practice of this course will be accessible to anyone with a basic grounding in geometry and algebra and will include symbolic logic and set theory, logical equivalence, truth tables, tautologies, and mathematical proof. Students will work on a rich array of assignments to strengthen their mathematical skills. The deeper exploration within the course will involve bringing our awareness to the mathematical mind itself. What is our mind doing as it maneuvers through this patterned, logical, often sequential and largely non-verbal cognitive terrain?

NCCX 270
Awakening the Scholar - 1cr.
Dee Coulier

There is an exciting difference between the academic performances called for in high school and the opportunity to become a true scholar that becomes possible in college. This course is devoted to exploring that difference, coming to understand the uniqueness of one's own mind, and learning to be friendly and work skillfully with the unique potential.

NCCX 370
Metacognition Seminar - 2cr.
Loretta McGraith

In the beginning we will examine Paul MacLean's trine brain model, exploring the attributes and intelligences of the reptilian brain, the limbic system and the neo-cortex through observation, personal exploration and film. We will then study the ways we use language, investigating authentic speech, persuasion and argument, and indigenous forms of discourse. The final project will be a community peace collaboration based on scholarly research and insights gleaned from class.

NCCZ 209
Group and Leadership Skills: Cultural Identity and Creative Process - 3cr.
Novuyo Masikhane

To honor oneself and others, to build community, you have to know where you come from. In this class we will share who we are through dance, breath work, song, chant, storytelling and mythology. The class includes stretching and movement isolations, which progress into African dance technique and dances in the African American tradition. We will create personal journals, exploring questions such as: what part of my speaking is my ancestors, my class, my race, my parents? The intention of this course is to explore group and leadership skills through artistic expression and to find the vital contribution each one of us has to make to our communities. All are welcome. Previous dance experience is not required.

NCCZ 220
Leadership: East and West - 3cr.
John Whitehouse Cobb and Pat Walsh

This course will consider leadership styles as revealed through the thought and actions of leaders, drawing from both the Eastern and Western streams. Using case studies, strengths and weaknesses of leaders will be explored while evaluating the effectiveness of leadership in a volatile, changing world. The course will include readings and discussions on leadership theories, leadership differences based on gender, ethnicity, class and race, and opportunities to experience leadership in groups. Students will be asked to consider how contemplative inner work relates to working with others and to develop research and writing skills within the context of the subject matter.

NCCZ 225
Healing Strategies in Literature - 3cr.
Ron Billingsley and Candace Walworth

In this course we will study a number of literary works which provide vivid examples of ways in which human beings can heal themselves, their societies and their planet. The various texts studied explore a variety of healing strategies in the areas of myth, ceremony, cultural norms, artistic practice, communal support, interpersonal commitment, spiritual practice and self-discovery. Students will be encouraged to compare their own experiences of healing and empowerment to those displayed in the readings. Learning will be facilitated through a variety of readings, in-class exercises, out-of-class exercises, and writing assignments.
NCCZ 230
Peace Studies: Conflict Resolution and Restorative Justice - 3cr.
Beverly Title
This course introduces students to the theory and practice of peace-making. Through class discussion and experiential exercises, we will explore connections between the conflicts in our personal lives and those of our community and the larger world. We will focus on Restorative Justice, an increasingly practiced method which provides an opportunity for criminal offenders to accept responsibility for their actions, for the community to work together to solve its own problems, and for victims to move towards forgiveness. In class we will explore our own conflict styles and practice peace-making skills such as active listening, dialogue, and negotiation as we move into the larger community to experience how these skills are being implemented in Boulder County Restorative Justice programs.

NCCZ 235W
Gandhi and Malcolm X: The Quest for Personal and Social Transformation - 1cr.
Sudarshan Kapur
Disparate as their backgrounds and approaches were, Mohandas Karamchand Gandhi (1869-1948) and Malcolm X (1925-1965) recognized that their ability to bring about social change was closely tied to their ability to change themselves. Each began to work on self-transformation early—Gandhi in his mid-twenties in South Africa and Malcolm aged twenty-three in prison. Gandhi worked out a vision—satyagraha—and the way—satyagraha—to the creation of a just society. Malcolm X’s transformed vision of racial harmony and reconciliation in his post-Mecca months was rooted in his deepening understanding and the practice of orthodox Islam. Their struggles continue to inspire people here and elsewhere. This course explores the link: Gandhi and Malcolm X saw between personal and social transformation and how precisely they changed themselves and their worlds.

NCCZ 275
Poetry Workshop - 3cr.
Steven Taylor
We will read poems and short essays on method by North American poets of the present century, explore the uses of prosody ancient and modern, and make our own poems while developing critical and editorial skills in a supportive environment. We will produce manuscripts of new poems and collaborate on a collection representative of our poetic community.

NCCZ 280W
Gandhi: Transforming Leadership - 1cr.
Sudarshan Kapur
In a public career that spanned more than fifty years, Gandhi conducted a variety of experiments on how best to create a nonviolent social order. A critical element of his philosophy and practice of nonviolence was what James MacGregor Burns has called Gandhi’s example of “transforming leadership.” Burns’s sentiments have been echoed by others, including Howard Gardner. “Only widespread appreciation of the insights and sensibilities of...Gandhi may permit our world to endure,” Gardner writes. This course will identify and explore the key elements of Gandhi’s leadership. We will examine the possibilities that Gandhi’s leadership model might hold for humanity in the time ahead.

NCCZ 290
Mythopoiesis: Cosmologies and Mythologies - 3cr.
Alan Hartway
From cave paintings to the “big bang” we will explore the ways humans have thought about the divine or transcendent in making meaning for their cultures. Our primary focus will be on the reflections of the Graeco-Roman civilizations of the Mediterranean and the Nordic myths from the great sagas. We will examine the meaning making narratives of the West since the Enlightenment of modern science and explore the cultural myths of modern Western and Euro-centric society.

NCCZ 300
Engaging the World - 3cr.
Fleet Maull
This class will examine Buddhism’s historical and contemporary views and responses to social issues, and will focus on the emerging movement of “engaged Buddhism” within the larger context of engaged spirituality. While using traditional and contemporary texts, this class will also explore the nature of the individual journey one makes in order to engage the world from a contemplative ground. Community-based volunteer work anchors this ground, allowing us to experience our individual understanding of “sacred view” through a personal path of action.
NCCZ 305
Women of Color in Literature: Diverse Perspectives - 3cr.
Akeelah Oliver
This course will focus on questions of genre, aesthetics, social conflicts, and cultural contexts in the works of contemporary Asian American, African American, and Chicana women prose writers and poets. Through readings, discussions, and writing short papers, students will develop an understanding of the influences of culture, ethnicity, class, gender, sexuality, and religion on women's writing. Students will link themes discussed in the class to their own cultural backgrounds by interviewing a female family member and comparing themes found in the interview with those of one or more of the assigned authors. Readings include Sandra Cisneros, Joy Harjo, Ana Castillo, Sapphire, Shay Youngblood, Michelle T. Clinton, Denis Chavez, Suheir Hammad, Jessica Hagedorn, Toni Morrison, Lorna Dee Cervantes, Suzan-Lori Parks and bell hooks.

NCCZ 320
Moving Images: So You Want to Make a Movie – 3cr.
Sally Kaplan
This seminar—part “viewing” and part “doing”—provides a survey of film and video genres. We will view and discuss various works with regard to themes, traditional and experimental approaches to plot and story telling, character types, structural devices, editing techniques, etc. The hands-on part of the workshop will exploit the camcorder as a creative tool. Through a series of brief exercises, we will learn basic shooting and editing skills as well as compositional techniques that will stretch our creative muscles. We will study techniques of lighting, cutting, and direction via selected film clips. Each student will complete a series of exercises and assignments and write a critique of a produced feature film or screenplay.

NCCZ 326
Global Corporatism - 3cr.
Duncan Campbell III
We are currently experiencing on a planetary scale a dialectical Great Shift of worldviews analogous in scope to the Copernican cosmological revolution. The wave of “global corporatism” sweeping the planet is, in its present form, the end of the logical political-economic-social manifestation of scientific materialism. This shift has awakened a renewed interest in other worldviews and models of community which are decentralized, diverse, locally-inspired and indigenous. In this course we will explore these issues and how we may be inspired to consciously participate in the co-creation of a new worldview.

This course is a good sequel to Western Philosophy III: Perspectives on Modern Thought.

NCCZ 333
Seminar in Reading and Writing:
Social Engagement through Literature - 3cr.
Candace Vialborth
How have writers engaged social and political issues of their times? What can we learn from their experiments? How and when does language transform lives? In this seminar we will move back and forth between reading and writing, investigating how texts speak to us and how to “speak back” through writing. Students will learn to pay close attention to the details of a text, question, debate, and draw inspiration and ideas for their own creative work. Approximately half of the class time will be devoted to discussing texts written by students in the class; the other half we will read and discuss writing by authors such as Chinua Achebe, Margaret Atwood, Gabriel Garcia Marquez, Toni Morrison, Pablo Neruda, Mary Shelley, Jonathan Swift and Alice Walker.
NAROPA COLLEGE
UNDERGRADUATE
DEGREES
CONTEMPLATIVE PSYCHOLOGY

"Opening to oneself fully is opening to the world."
– Chögyam Trungpa, Rinpoche

The basic purpose of the Contemplative Psychology major is to train students to work with their own personal process in such a way that they deepen their understanding of themselves, and discover the courage and wisdom to genuinely help others.

The program is designed to help students develop
1) intellectual mastery through the academic study of Eastern and Western psychological principles, 2) intuitive insight through the practices of meditation, healing arts, and experiential learning, and 3) self-acceptance and compassionate relationship with others through the deepening integration of their study and practice. The major prepares the student for any occupation requiring skill and subtlety in interpersonal relationships, particularly in the helping professions.

Students begin with the core requirements: courses in psychology and meditation from the Buddhist and Shambhala traditions, as well as courses in the basic principles of Western psychology. From this contemplative ground they then focus their study in one of the four areas of concentration: Buddhist and Western Psychology, the Psychology of Health and Healing, Transpersonal and Humanistic Psychology, or Expressive Arts and Well-Being. Throughout, the emphasis is to combine a traditional liberal arts approach with training in moment-to-moment mindfulness, awareness, and compassion.

A Bachelor of Arts degree with a major in Contemplative Psychology requires 36 credit hours in a major field. Of these 36 credits, 25 are drawn from the core requirements and the remaining 11 are chosen in one area of concentration. Students are formally evaluated through a portfolio process at the end of their two-year curriculum. The department requires a completed portfolio prior to graduation.

DECLARING A MAJOR
In declaring a major in Contemplative Psychology, the following would be expected:

1. Regular contact with the B.A. Advisor
2. A one-to-three page letter of interest
3. An interview with a faculty or staff member

4. Introduction to Psychology should be completed before transferring in from the lower-division. Students transferring from other schools may take it their first semester in our program.

REQUIREMENTS FOR THE B.A. IN CONTEMPLATIVE PSYCHOLOGY

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 310</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 486</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 512</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 487</td>
<td>1</td>
</tr>
<tr>
<td>PSYB 517</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 545</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 571</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 520</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 482</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 483</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Core Credits: 25

Total Concentration Credits: 11

Total Credits For Major Required: 36

Minor Discipline: 9

Contemplative Requirement: 6

Elective Credits: 9

TOTAL B.A. PROGRAM CREDITS: 60

AREAS OF CONCENTRATION

Each concentration has one or more courses required for all students. Students may select the additional courses in consultation with their academic advisor. Please consult department advisor for a complete listing of courses for each concentration.

BUDDHIST AND WESTERN PSYCHOLOGY

The Buddhist and Western Psychology concentration encourages students to differentiate and to integrate the methods which these two traditions have used to investigate the nature of the mind. Students gain deeper insight into the mind's structures, its cognitive and emotional processes, its energy, and its potential both for neurosis and wisdom.
Required Course

REL 547  Two Weeks-Month Long Meditation Intensive, RMSC  3

COURSES IN BUDDHIST PSYCHOLOGY
(Choose 3 or 5 credits)

REL 415  Mahayana Buddhism and the Path of Compassion  3
REL 440  Religion & Human Experience  3
REL 515  Buddhism and Social Action  3
REL 525  Contemplative Christianity  3
REL 547  Additional Two Weeks-Month Long Meditation Intensive, RMSC  3
REL 400-599  Courses in Buddhist Studies offered by the Religious Studies department approved by advisor and with permission of instructor

COURSES IN WESTERN PSYCHOLOGY
(Choose 3 or 5 credits)

Courses  Credits
PSYB 365  Family Systems  2
PSYB 466  Group Process  2
PSYB 487  Contemplative Psychology II: Compassionate Outreach (see course description)  1-3
PSYB 506  Language and Communication in the Healing Process  2
PSYB 528  Gestalt I  2
PSYB 529  Hakomi Integrative Somatics: Learning from Trauma, Understanding its Effects and Building Personal Resources  2
PSYB 536  Hakomi Integrative Somatics I  3
PSYB 548  Gestalt II  2
ECE 380  Observing Early Development I  2
ECE 385  Observing Early Development II  2
LTC 580  Death and Loss as an Opportunity For Healing  2
NCCZ 370  Metacognition Seminar  2
NCCX 270  Awakening the Scholar  1
TOTAL CREDITS  11

PSYCHOLOGY OF HEALTH AND HEALING

The Psychology of Health and Healing concentration puts its central emphasis on body-mind synchronization as the key to inner harmony and well-being. Students explore a diversity of ancient and modern healing technologies, and learn hands-on techniques for balancing the spiritual and somatic aspects of health.

Required Courses  Credits
PSYB 360  Approaches to Healing  3

8 Credits Selected from the Following

Courses  Credits
PSYB 459  Herbal Medicine and Nutrition  2
PSYB 487  Contemplative Psychology II: Compassionate Outreach (see course description)  1-3
PSYB 508  Embodying Process and the Individual  2
PSYB 526  Introduction to Jin Shin  2
PSYB 529  Hakomi Integrative Somatics: Learning from Trauma, Understanding its Effects and Building Personal Resources  2
PSYB 536  Hakomi Integrative Somatics I  3
PSYB 539  Nutrition  3
PSYB 546  Tibetan Medicine  2
PSYB 566  Chinese Energetics and Body Psychology  2
PSYB 579  Chinese Energetics II  2
PSYB 585  Tibetan Medicine II  2
PSYS 377  Introduction to Body Psychology: Embodying Awareness  2
PSYT 551  Ecopsychology  2
TOTAL CREDITS  11

TRANSPERSONAL AND HUMANISTIC PSYCHOLOGY

The Transpersonal and Humanistic Psychology concentration helps students synthesize two of the major forces in the Western tradition of psychotherapy, and appreciate their unique contributions to the understanding of mental health: the recognition of the longing for spiritual wholeness as an essential aspect of psychological growth, and the acknowledgment of the crucial role of the client-therapist relationship in the client's healing process.

Required Course  Credits
PSYB 344  Transpersonal Psychology  2
PSYB 350  Humanistic Psychology  2

7 Credits Selected From the Following

Courses  Credits
PSYB 330  Introduction to Jungian Psychology  2
PSYB 365  Family Systems  2
PSYB 430  Exploring Dreams: Jungian Practice and Beyond  2
PSYB 455  Dynamics of Intimate Relationships  2
PSYB 487  Contemplative Psychology II: Compassionate Outreach (see course description)  1-3
PSYB 506  Language and Communication in the Healing Process  2
PSYB 528  Gestalt I  2
PSYB 529  Hakomi Integrative Somatics: Learning from Trauma, Understanding its Effects and Building Personal Resources  2
PSYB 536  Hakomi Integrative Somatics I  3
PSYB 548  Gestalt II  2
PSYB 556  Symbols and Transformation  2
PSYB 564W  Journeying With Death and Loss: Harvesting the Jewels  1
ECE 380  Observing Early Development I  2
ECE 385  Observing Early Development II  2
LTC 580  Death and Loss as an Opportunity for Healing  2
PSYT 500 to 599  Courses offered by the Transpersonal Counseling Psychology Department  2
TOTAL CREDITS  11

Academic Programs: Contemplative Psychology  71
EXPRESSIVE ARTS AND WELL BEING
The Expressive Arts and Well-Being concentration helps students discover how artistic expression is a powerful therapeutic tool for cultivating the experiences integral to the functioning of a truly healthy person—spontaneity, authenticity, and access to the vivid energy of being alive.

Required Course Credits
PSYB 568 Expressive Arts in Healing 3

8 Credits Selected From the Following Courses Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 465</td>
<td>Visual Arts: Imagery in Healing 2</td>
</tr>
<tr>
<td>PSYB 472</td>
<td>Presence: Voice and Sound 2</td>
</tr>
<tr>
<td>PSYB 487</td>
<td>Contemplative Psychology II: Compassionate Outreach (see course description) 1-3</td>
</tr>
<tr>
<td>PSYB 515W</td>
<td>Process Painting and Meditation 1</td>
</tr>
<tr>
<td>PSYB 568</td>
<td>Music, Self and Others: Exploring Intra and Inter-personal Dynamics Through Music 2</td>
</tr>
<tr>
<td>PSYB 587</td>
<td>Expressive Arts/Working With Others 2</td>
</tr>
<tr>
<td>PSYS 326</td>
<td>Introduction to Dance 2</td>
</tr>
<tr>
<td>PSYS 377</td>
<td>Intro. To Body Psychology: Embodying Awareness 2</td>
</tr>
<tr>
<td>PSYS 505</td>
<td>Authentic Movement 2</td>
</tr>
<tr>
<td>PSYS 476</td>
<td>Body Centered Psychotherapy: Current Topics 2</td>
</tr>
<tr>
<td>PSYS 557</td>
<td>Somatic Dance 2</td>
</tr>
<tr>
<td>ART 500</td>
<td>The Contemplative Artist 3</td>
</tr>
<tr>
<td>ECE 320</td>
<td>Movement in Education 3</td>
</tr>
<tr>
<td>IAR 505</td>
<td>Contemplative Dance Practice 1</td>
</tr>
<tr>
<td>NCCC 250</td>
<td>Writers Craft 3</td>
</tr>
<tr>
<td>NCCC 351</td>
<td>Inquiring Mind 3</td>
</tr>
<tr>
<td>MUS 590</td>
<td>Improvisation I 2</td>
</tr>
<tr>
<td>THR 500</td>
<td>The Actor's Journey 2</td>
</tr>
<tr>
<td>THR 520</td>
<td>Basic Acting 3</td>
</tr>
<tr>
<td>THR 560</td>
<td>Mudra 3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 11

CERTIFICATE PROGRAM
A 30-credit certificate program, tailored to the student's needs and background, requires 18 psychology credits: 2 classes from the department core, PSYB 310 Buddhist Psychology I: Meditation, PSYB 486 Contemplative Psychology I: Compassionate Action, and a western psychology class depending on the student's previous training. The remaining psychology credits may be selected from anywhere in the program.

Required from Core: Credits
PSYB 310 | Buddhist Psychology I: Meditation 3 |
PSYB 486 | Contemplative Psychology I: Compassionate Action 3 |
Western Psychology Class 3

Draw from all concentrations 9 or 12

TOTAL CREDITS 18

B.A. MINOR IN CONTEMPLATIVE PSYCHOLOGY
Nine credit hours selected from the following courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 310</td>
<td>Buddhist Psychology I: Meditation 3</td>
</tr>
<tr>
<td>PSYB 330</td>
<td>Introduction to Jungian Psychology 2</td>
</tr>
<tr>
<td>PSYB 344</td>
<td>Introduction to Transpersonal Psychology 2</td>
</tr>
<tr>
<td>PSYB 350</td>
<td>Humanistic Psychology 2</td>
</tr>
<tr>
<td>PSYB 360</td>
<td>Approaches to Healing 3</td>
</tr>
<tr>
<td>PSYB 430</td>
<td>Exploring Dreams: Jungian Practice and Beyond 2</td>
</tr>
<tr>
<td>PSYB 455</td>
<td>Dynamics of Intimate Relationships 2</td>
</tr>
<tr>
<td>PSYB 465</td>
<td>Visual Arts: Imagery in Healing 2</td>
</tr>
<tr>
<td>PSYB 472</td>
<td>Presence: Voice and Sound 2</td>
</tr>
<tr>
<td>PSYB 506</td>
<td>Language and Communication in the Healing Process 2</td>
</tr>
<tr>
<td>PSYB 512</td>
<td>Buddhist Psychology II: Maitri and Compassion (Pre-req: Buddhist Psychology I or Meditation Class) 3</td>
</tr>
<tr>
<td>PSYB 515W</td>
<td>Process Painting and Meditation 1</td>
</tr>
<tr>
<td>PSYB 517</td>
<td>Cultural Diversity 2</td>
</tr>
<tr>
<td>PSYB 520</td>
<td>Abnormal Psychology 3</td>
</tr>
<tr>
<td>PSYB 528</td>
<td>Gestalt I 2</td>
</tr>
<tr>
<td>PSYB 529</td>
<td>Hakomi Integrative Somatics: Learning from Trauma, Understanding its Effects and Building Personal Resources 2</td>
</tr>
<tr>
<td>PSYB 536</td>
<td>Hakomi Integrative Somatics I 3</td>
</tr>
<tr>
<td>PSYB 548</td>
<td>Gestalt II 2</td>
</tr>
<tr>
<td>PSYB 556</td>
<td>Symbols and Transformation 2</td>
</tr>
<tr>
<td>PSYB 564W</td>
<td>Journeying with Death and Loss: Harvesting the Jewels 1</td>
</tr>
<tr>
<td>PSYB 566</td>
<td>Chinese Energetics and Body Psychology 2</td>
</tr>
<tr>
<td>PSYB 568</td>
<td>Expressive Arts In Healing 2</td>
</tr>
<tr>
<td>PSYB 571</td>
<td>Personality Theories 3</td>
</tr>
<tr>
<td>PSYB 578</td>
<td>Music, Self and Others: Exploring Intra and Inter-personal Dynamics Through Music 2</td>
</tr>
<tr>
<td>PSYS 326</td>
<td>Introduction to Dance Movement Therapy 2</td>
</tr>
<tr>
<td>PSYS 377</td>
<td>Introduction to Body Psychology: Embodying Awareness 2</td>
</tr>
<tr>
<td>PSYS 476</td>
<td>Body Centered Psychotherapy: Current Topics 2</td>
</tr>
<tr>
<td>PSYT 525</td>
<td>Music Therapy Institute 1</td>
</tr>
<tr>
<td>NCCC 320</td>
<td>Introduction to Psychology 3</td>
</tr>
<tr>
<td>NCCC 370</td>
<td>Metacognition Seminar 2</td>
</tr>
</tbody>
</table>
EARLY CHILDHOOD EDUCATION

"Always see the world through the eyes of a child."

The journey towards nurturing and educating children in the Early Childhood Education program begins with cultivating awareness in ourselves. The primary way of knowing ourselves in this approach is through the practice of meditation, which fosters clarity, appreciation, and confidence. In this way, we begin to manifest attentiveness, openness and generosity with ourselves and young children. Mindfulness-awareness practice leads to embracing our own individual styles of being, learning and teaching. As we engage with children we gain direct insight into their learning styles and enable children to unfold according to their true natures without bias or aggression. Upon that personal foundation we learn and apply teaching methods and skills drawn from a variety of holistic and spiritual traditions in early childhood education.

The aim is that the teaching styles and methods practiced are true to a unique, genuine way of being teachers, to a learning relationship with the children and to the educational environments and activities offered. The progression of skills in the program moves from contemplative practice and observation to the study of child development. Next, come both broad and focused studies of spiritual early education practices with master preschool teachers. In the final year, students experience a spiritual approach to teaching and learning styles in Maitri practice. A contemplative approach to nutrition and administration skills is also taught. The culmination of the program is an intensive internship at Naropa’s Alaya Preschool, or another affiliated contemplative setting from the Waldorf or Montessori traditions.

PROFESSIONAL STATUS OF GRADUATES

This degree qualifies graduates as a preschool teacher with Group Leader qualification, director of a large childcare center, or as a private kindergarten teacher in the state of Colorado. These credentials easily transfer between states. Those interested in teaching other grade levels have found the courses very useful and readily applicable.

Declaration of Major

In declaring an Early Childhood Education the following would be expected before entering:

1. Regular contact with the B.A. Advisor
2. A grade point average of 3.0 or better in any Contemplative Practice, World Wisdom Studies and Healing Arts Core classes taken prior to entering the ECE program
3. A letter of interest
4. An advising conference with the ECE department chair or other representative (Exceptions by permission of the department)

We also strongly recommend taking NCC 265—Observing the World and NCCZ 310—Cognitive Studies in the Core classes sequence.

Requirements for the B.A. Degree in Early Childhood Education

The B.A. in Early Childhood Education (ECE) requires 24 semester credits of coursework in the major. Some ECE courses have a meditation requirement.

First Year, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 300</td>
<td>Foundations of Contemplative Education</td>
</tr>
<tr>
<td>ECE 380</td>
<td>Observing Early Development I</td>
</tr>
</tbody>
</table>

First Year, Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 385</td>
<td>Observing Early Development II</td>
</tr>
<tr>
<td>ECE 550</td>
<td>Holistic and Contemplative Teaching Traditions</td>
</tr>
<tr>
<td>ECE 410</td>
<td>Kindergarten Magic</td>
</tr>
<tr>
<td>ECE 420</td>
<td>Energy and Expression in the Classroom</td>
</tr>
</tbody>
</table>

Second Year, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 430</td>
<td>Teaching Young Children</td>
</tr>
<tr>
<td>ECE 505</td>
<td>Maitri and Learning Styles</td>
</tr>
</tbody>
</table>

Second Year, Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 450</td>
<td>Supervised Teaching Practicum</td>
</tr>
<tr>
<td>ECE 480</td>
<td>Administration of a Childcare Center</td>
</tr>
</tbody>
</table>
REQUIRED MINOR
A minor in Traditional Arts is required (9 credits)
The 9 credits may include other contemplative arts courses with the approval of the department. This is a list of pre-approved courses:

Any TRA courses
ART 520  Calligraphy and Book Arts
ART 537  Brush Stroke I
ART 547  Brush Stroke II
ART 557  Brush Stroke III
THR 560  Mudra Space Awareness
THR 565  Mudra Space Awareness II

Certificate Program
This certificate is for those who already hold a B.A. degree. It represents no recognized formal certification, but is designed for those who wish to immerse themselves in a contemplative education program for one year. The required courses include all of the first year ECE B.A. program courses. The graduation requirements for the Certificate Program are 30 semester credits, including the 12 credits in core ECE courses.

B.A. Minor in Contemplative Education:
NCC265  Observing the World  2
ECE 300  Foundations of Contemplative Education  2
ECE 350  Maitri and Learning Styles  3
ECE 550  Holistic and Contemplative Traditions  2
TOTAL  9

B.A. Minor in Early Childhood Education:
ECE 300  Foundations of Contemplative Education  2
ECE 380  Observing Early Development I  2
ECE 385  Observing Early Development II  2
ECE 430  Teaching Young Children  3
TOTAL  9
ENVIRONMENTAL STUDIES

"When human beings lose their connection to nature, to heaven and earth, then they do not know how to nurture their environment. Healing our society goes hand in hand with healing our personal, elemental connection with the phenomenal world."
— Chögyam Trungpa, Rinpoche

The Naropa Environmental Studies program features an integrated, interdisciplinary curriculum that explores sustainable communities, Deep Ecology, Living systems theory, American Indian environmental wisdom, Ecopsychology and Ecology as a contemplative discipline. The program is grounded in the first principle of Ecology—that everything is interconnected—and encourages all inquiry from an eco-centric and living systems perspective. Our approach to learning reflects our commitment to understanding the whole of things by emphasizing the union of science, spirit, and engagement. The result is a balance of the contemplative and analytical routes to understanding. Science is viewed as an important way of knowing that, in combination with other ways of knowing, can lead to profound insight and effective action.

RESOURCES

The High Plains and the Front Range of the Rocky Mountains provide an exceptionally rich natural laboratory for ecological study, and are the field resources of the Environmental Studies program. Including the grassland ecosystem of the prairie, the mountains, forests, and parks, the alpine tundra of the Continental Divide, and the Colorado plateau country, this area provides diverse opportunities for study, exploration, and wilderness experience. Regional human communities offer valuable opportunities for learning about the relationship between human and natural systems. In particular, we emphasize the environmental justice issues of native peoples from the United States High Plains and the nearby Southwest. In addition, the Boulder area is home to numerous environmental and educational organizations and consulting firms, providing opportunities for senior projects, internships, and opening career opportunities.

For an experience of Central American ecosystems and cultures, students may work with advisors and faculty to design an independent study project for their area of concentration. For an experience of Asian ecosystems and cultures, Naropa students may participate in the Study Abroad program. Through these approaches, students learn about the ecological and cultural components of sustainable societies and about the challenges of social and cultural change in other parts of the world. See Study Abroad Programs for more details.

PORTFOLIO

The Environmental Studies Department has incorporated a portfolio process into the B.A. program. This simple yet effective format encourages students to create a document which reflects their unique learning journey at Naropa and which can play a role in presenting themselves to future employers. It also allows students to reflect on, articulate and deepen all that they have learned. Portfolios are handed in, in the spring of the first year to E.S. Department advisors for review, and then prior to graduation as part of our graduation requirements.

ENVIRONMENTAL STUDIES

The B.A. program provides an education for a rich, personal, and informed relationship with nature, and for lives and work that benefit the Earth and all its inhabitants. B.A. graduates gain a broad education about the environmental field, which includes specialization in an area of personal interest. In combination with required pre-requisites this offers an opportunity for focused students to prepare for entry positions in environmental careers, and/or advanced study.

DESCRIPTIONS OF THE SPECIALTY AREAS

Environmental students are required to take a specialty area as part of the major. They may also take additional specialty areas as minors. Students in other Departments may take any of these specialty areas as a minor.

Core Faculty:
- d’Forrest Ketchin
- Anne Zonne Parker, Chair

Adjunct Faculty:
- Elias Amidon
- Jim Barausky
- Jane Bunin
- Richard Davis
- Lorain For-Davis
- Sherry Blum
- Joan Hailfax
- Robert Howard
- Eric Johnson
- Bob Medlock
- Mukara Meredith
- Charles Patterson
- Elizabeth Roberts
- Sulak Sharnaka
- Mark Wilding
- Jim Zarka

Administrative Coordinator:
- Lincoln A. Lohne
Anthropology emphasizes the culture and systems perspective, especially sustainable adaptations among traditional cultures, as revealed by subsistence patterns, relationship to the natural environment and the process of social and cultural change.

Ecology joins the study of ecological principles, human-ecosystem interactions, and the design of ecologically sustainable communities. Students investigate general concepts and their connection to the natural world in the diverse laboratory of the Boulder bio-region.

Ecopsychology explores the interplay between ecology and psychology, and between planetary and personal well-being. Psychological principles are applied in environmental work and action, and ecological principles are applied to human psychology and society.

Horticulture encourages a contemplative relationship with the environment through academic study and hands-on practice with the land through practical gardening on the Naropa campus and at Hedgerow Farms. The study of horticulture and ecology enables students to understand the development of ecologically sustainable communities.

American Indian Studies offers an intimate understanding of place through the eyes of the indigenous peoples of the high plains and Southwest. Contemporary issues facing indigenous peoples personal and collective histories are explored while working directly with American Indian instructors. These courses provide awareness and understanding of current political, social, and cultural experiences of American Indian peoples. (The courses do not and are not intended to train anyone to either participate in, or facilitate American Indian ceremony.)

EDUCATION FOR MEANINGFUL WORK AND LIVES

The program seeks to inspire students to approach environmental studies as a learning journey that is meaningful in a personal way. The curriculum offers opportunities to prepare to engage the issues inherent in transforming the relationship between humans and the natural environment; willingness to take the lead in problem-solving and commitment to living in harmony with the Earth for a sustainable future.

DECLARATION OF MAJOR

In declaring an Environmental Studies major, the following would be expected:

1. Regular contact with a B.A. Advisor
2. Completion of the Cultural & Historical Studies and Complex Systems sections of Naropa's College Core with a grade point average of a 3.0
3. An advising conference with an Environmental Studies department representative

The Environmental Studies Department strongly recommends coursework in civic and/or American Government at the high school or college level. Students transferring in with credits from other colleges are expected to have coursework in the following: Introduction to American Government or Political Science, Introduction to Earth or Life Science, Introduction to Cultural Anthropology, or their equivalents. If not, these prerequisites may be fulfilled at Naropa. Please consult with the B.A. advisor and the Environmental Studies Department B.A. faculty mentor for guidance.

CURRICULUM

The B.A. degree in Environmental Studies is composed of 36 credit hours of core courses required for all majors, including one specialty area chosen from the following: Anthropology, Ecology, Ecopsychology, Horticulture, and American Indian Studies.

Two parallel learning strands weave this curriculum together: the Academic/Informational and the Contemplative/Process. These strands are conceived of as a journey or story with stages and passages.

Core Courses

The core courses take the student through three stages, first establishing the partnership of the two learning strands. The second stage focuses on uniting science and spirit. The third emphasizes engagement. The courses required in the engagement stage vary according to the concentrations chosen.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 300</td>
<td>Nature, the Sacred and Contemplation 3</td>
</tr>
<tr>
<td>ENV 535</td>
<td>Ecology &amp; Evolution 3</td>
</tr>
<tr>
<td>ENV 540</td>
<td>Garden World 3</td>
</tr>
<tr>
<td>ENV 550</td>
<td>Human Systems and Evolution 3</td>
</tr>
<tr>
<td>ENV 555</td>
<td>American Indian Cultural Survival 3</td>
</tr>
<tr>
<td>ENV 560</td>
<td>Deep Ecology in Context 3</td>
</tr>
<tr>
<td>ENV 540</td>
<td>Contemplative Approaches to Environmental Issues 3</td>
</tr>
<tr>
<td>ENV 530</td>
<td>Environmental Problem Solving 3</td>
</tr>
<tr>
<td>ENV 480</td>
<td>Senior Project and/or 3</td>
</tr>
<tr>
<td>ENV 550</td>
<td>Sustainable Communities 3</td>
</tr>
</tbody>
</table>

SPECIALTY AREAS:

Each specialty area offers several courses that allow students to specialize in particular academic areas. All courses emphasize a balance of skill, information, practice, and theory. These courses do not offer the equivalent of a full major in the academic discipline. Rather, they offer an opportunity to specialize, while integrating the multi-disciplinary curriculum required by the program. Students must complete 9 credits within one specialty area. Specific course requirements for each specialty area are as follows:

ANTHROPOLOGY

Nine credits selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 536</td>
<td>Arts and Culture of Nepal 3</td>
</tr>
<tr>
<td>ANT 538</td>
<td>Arts and Culture of Bali 3</td>
</tr>
<tr>
<td>ANT 550</td>
<td>Cultures, Globalization And Environmental Peacemaking 3</td>
</tr>
<tr>
<td>ANT 560</td>
<td>Participatory Research and Practical Ethnography 3</td>
</tr>
<tr>
<td>ANT 586</td>
<td>Independent Research: Nepal 2</td>
</tr>
<tr>
<td>ANT 588</td>
<td>Independent Research: Bali 3</td>
</tr>
</tbody>
</table>
ECOLOGY
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 535</td>
<td>Ecology &amp; Evolution 3</td>
</tr>
<tr>
<td>ECO 500</td>
<td>Water Quality and Watersheds I 1.5</td>
</tr>
<tr>
<td>ECO 550</td>
<td>Water Quality and Watersheds II 1.5</td>
</tr>
<tr>
<td>ECO 510</td>
<td>Field Ecology 3</td>
</tr>
<tr>
<td>ECO 560</td>
<td>Global Ecological Issues 3</td>
</tr>
</tbody>
</table>

ECOPSYCHOLOGY
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 300</td>
<td>Nature, the Sacred and Contemplation 3</td>
</tr>
<tr>
<td>ENV 520</td>
<td>Deep Ecology In Context 3</td>
</tr>
<tr>
<td>ENV 528</td>
<td>Ecopsychology/Waking up Together 3</td>
</tr>
<tr>
<td>NAM 510</td>
<td>Earth Circles 3</td>
</tr>
<tr>
<td>PSY 516</td>
<td>Contemplative Mountaineering 1</td>
</tr>
<tr>
<td>PSY 540</td>
<td>Introduction to Shamanism 2</td>
</tr>
<tr>
<td>PSY 530</td>
<td>Journey to the Source 2</td>
</tr>
<tr>
<td>PSY 551</td>
<td>Ecopsychology 2</td>
</tr>
</tbody>
</table>

HORTICULTURE
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 520</td>
<td>Deep Ecology In Context 3</td>
</tr>
<tr>
<td>HOR 520</td>
<td>Vegetable Garden 3</td>
</tr>
<tr>
<td>HOR 500</td>
<td>Landscape Design for Sustainability 3</td>
</tr>
<tr>
<td>HOR 510</td>
<td>Small Farm Management 3</td>
</tr>
</tbody>
</table>

AMERICAN INDIAN STUDIES
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 555</td>
<td>American Indian Cultural Survival 3</td>
</tr>
<tr>
<td>NAM 565</td>
<td>American Indian History and Contemporary Issues 3</td>
</tr>
<tr>
<td>NAM 510</td>
<td>Earth Circles 3</td>
</tr>
<tr>
<td>NAM 535</td>
<td>Understanding Indigenous Science 3</td>
</tr>
<tr>
<td>NAM 525</td>
<td>Contemporary American Indian Literature 3</td>
</tr>
<tr>
<td>NAM 560</td>
<td>Survival Skills 3</td>
</tr>
</tbody>
</table>

NOTE: E.S. majors may not use a core-required course for fulfillment of a minor. Students from other departments may use a core class if listed to fulfill their minor in our department.

Total Credits for Major: 36

In addition to the required Specialty Area, students must also take a minor for 9 credits. They may select a minor in a different department, or select a second specialty area as listed above as their minor. Students from other departments may take a minor in any one of the E.S. specialty areas or in Environmental Studies (by selecting 3 of the core courses required for the major).
INTERARTS STUDIES

“Learn how to love the art in yourselves, not yourselves in art.”

— Constantin Stanislavski

THEATER/DANCE/MUSIC
The InterArts Studies curriculum includes discipline-specific work in one of five areas: Dance/Movement Studies, Dance Therapy, Music, Theater or Interdisciplinary Performance. Interdisciplinary training in the creative process is offered through the study of improvisation, composition and performance. Our goal is to enable each student to realize his or her creative vision through studies in technique, theory, history and a contemplative approach to creativity and the artist's role in society. Interdisciplinary training cultivates a deeper understanding of both solo and ensemble work, the ability to work collaboratively, and an awareness of the value and meaning of authentic performance.

Workshops with visiting artists and formal and informal performance/presentation opportunities support the student's unique creative journey. Mentoring sessions with the faculty help to create an appropriate course of study culminating in the Senior Project. Senior Projects may include an original creative work, performance, or research project presented during the student's final semester.

CORE AREAS OF STUDY

1. Disciplined Training
   Foundation work in Music, Dance, and Theater. Sample courses include Ear Training, Private Music Lessons, Contemporary Dance Forms, Basic Acting, and Character Acting.

2. Improvisation
   Studies in improvisation focus on the cultivation of awareness in relation to personal creative expression and on the generation of creative material through a balance of structure and spontaneity.

3. Composition
   Studies in composition focus on discipline-specific and interdisciplinary perspectives on the generation of material for performance, with emphasis on the development of form and structure. Training includes experimentation with the full range of creative media (music, text, movement, sound, props, and environment).

4. Guest Artists
   Close contact with guest faculty of international acclaim deepens students' understanding of creativity and performance. Courses recently offered include: Video & the Creative Process, Butoh, Intergenerational Performance, Mask Making, and Dharma Art.

5. History and Contexts of Art
   History courses examine both past and contemporary artists and their work in music, theatre, and dance. Video and audio excerpts in combination with readings from recent performance criticism, introduce theoretical, historical and contemplative perspectives on the artists' work.

6. Performance
   Students are encouraged to present their work in a variety of performance settings including Coffeehouse, Salon, Student Arts Concerts, Garuda Theater, Senior Music Recitals or community outreach activities. Performance Studies, a senior seminar, is offered for InterArts Studies and interdisciplinary students with an emphasis in performance. Music ensembles offer additional performance opportunities including Balinese Gamelan Orchestra, Afro-Pop Ensemble, Jazz Ensemble and others.

7. Theater Design and Production
   Courses develop an understanding of the basic principles of theater design and its potential to render creative work more powerful in performance. Students are trained in the roles of lighting or set designer, producer, stage manager, master electrician, or sound operator for a production within the term.

CONCENTRATION IN THEATER STUDIES
The Intention of Theater Studies at Naropa is to investigate the nature of being a human being, not as a philosophical or psychological exercise, but directly and experientially, moment by moment. Acting reawakens the human capacity to play and, through play, to explore perspectives and ideas outside the limits of our habitual worldview.
Whether working with classical texts or from improvisation, our acting training encourages students to look within for the images they wish to convey to an audience. Theater Studies at Naropa is non-competitive; faculty members encourage each student’s unique talent for living, learning, and performing in service to others. In a spirit of cooperation and collaboration, we explore contemplative approaches to training body, speech, and mind.

Recognizing that both theatrical performance and ordinary life include intense experience, we train in the authenticity and genuineness of expression on and off-stage. Students learn to relax with intensity, to work creatively with emotional energies, and to bring fresh insights to the contemporary theater.

Guest artists from the Boulder/Denver area and from around the world offer acting labs each semester. These labs provide insights into Eastern and Western theater styles and affiliated theatrical training such as costuming and masks. Theater students are encouraged to study in the Naropa University summer program, which offers courses by renowned contemporary artists.

Theater is an interdisciplinary art form. At Naropa, our InterArts focus encourages students to collaborate with other performing artists and to study music, dance, writing, visual and traditional eastern arts as complementary methods of expression. Our students also include in their curriculum a wide variety of courses from the Naropa College curriculum ranging from organic gardening to Tibetan medicine to humanistic psychology.

A bachelor’s degree in InterArts Studies with a concentration in Theater prepares students for graduate study in the performing arts as well as for fields such as expressive art therapies, counseling psychology, education, and environmental leadership.

**GARUDA THEATER**

Founded in 1984, Garuda Theater is a student company which facilitates theater performance at Naropa University. Performances include both the company’s own work and the productions of visiting artists. The club also hosts a number of fundraising and social events during the year. It has produced such plays as Samuel Beckett’s Waiting for Godot; Sam Shepard’s Angel’s Monologue, Ikarus’ Mother, and Savage Love; August Strindberg’s Miss Julie and A Dream Play; Edward Albee’s The Sandbox; Jean Claude van Italie’s Naropa; Carol Churchill’s Cloud Nine and original work by students and faculty. Membership in Garuda Theater is open to students from all departments at Naropa.

**Requirements for graduation:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 520</td>
<td>Basic Acting</td>
<td>3</td>
</tr>
<tr>
<td>THR 540</td>
<td>Character Acting</td>
<td>3</td>
</tr>
<tr>
<td>THR 560</td>
<td>Mudra Space Awareness</td>
<td>3</td>
</tr>
<tr>
<td>IAR 370</td>
<td>Theater Design and Production I</td>
<td>2</td>
</tr>
<tr>
<td>IAR 387</td>
<td>Theater Design and Production II</td>
<td>2</td>
</tr>
<tr>
<td>IAR 484</td>
<td>Advanced IAR Seminar</td>
<td>3</td>
</tr>
<tr>
<td>THR 501-508</td>
<td>Acting Labs</td>
<td>5</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 480</td>
<td>Directed Project</td>
</tr>
<tr>
<td>THR 413</td>
<td>Director’s Lab</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 550</td>
<td>Voice and Sound</td>
</tr>
<tr>
<td>MUS 597</td>
<td>Private Voice Lessons</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 470</td>
<td>Creative Process II: Performance Studies</td>
</tr>
</tbody>
</table>

Independent Study in Garuda Theater production or other project

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 355</td>
<td>History and Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 360</td>
<td>History and Contexts of Contemporary Art II</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 380</td>
<td>Creative Process II: Improvisation</td>
</tr>
<tr>
<td>IAR 420</td>
<td>Creative Process II: Composition</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

To satisfy the Senior Project requirement, theater students may either develop a performance and document the rehearsal process with an accompanying paper, or they may write a research paper on some aspect of theater. Acting Labs and electives may be taken during the Fall and Spring or from Summer offerings.

Students in Theater Studies are encouraged to consider the Study Abroad program in their second year. The 12 credits of the fall semester in Nepal can be substituted for the fall theater courses. However, the spring semester in Bali cannot replace the senior project requirement, and might extend a student’s course of study beyond two years (four semesters).

**RECOMMENDED ELECTIVES**

**InterArts**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 410</td>
<td>Creative Process: Guest Artist</td>
</tr>
<tr>
<td>IAR 450</td>
<td>New Repertory Performance Project</td>
</tr>
<tr>
<td>IAR 506</td>
<td>Contemplative Dance Practice</td>
</tr>
</tbody>
</table>
**Dance**

DAN 300, 310, 350, 400, 450  
Contemporary Dance Forms

DAN 410  Dance of Africa

**Music**

MUS 515  Music of Africa

MUS 505  Balinese Gamelan Orchestra

MUS 550  Musicianship I

**ONE-YEAR CERTIFICATE PROGRAM**

The Certificate Program in Theater Studies includes the four core courses listed above for B.A. students. Three credits of Acting Labs and electives from Theater and other InterArts Studies at the College complete the 30 credits required for the Certificate.

**B.A. MINOR IN THEATER**

Selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 520 Basic Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THR 540 Character Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THR 500 Actors Journey: Fools Caper</td>
<td>2</td>
</tr>
<tr>
<td>THR 560 Mudra Space Awareness I</td>
<td>3</td>
</tr>
<tr>
<td>Other THR or IAR course(s)</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN THEATER STUDIES**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 480 Directed Project</td>
<td>3</td>
</tr>
<tr>
<td>THR 503-508 Acting Labs</td>
<td>3</td>
</tr>
<tr>
<td>THR 520 Basic Acting</td>
<td>3</td>
</tr>
<tr>
<td>THR 540 Character Acting</td>
<td>3</td>
</tr>
<tr>
<td>THR 560 Mudra Space Awareness</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>TOTAL REQUIRED CREDITS</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>Electives</td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**CONCENTRATION IN DANCE/MOVEMENT STUDIES**

B.A. and Certificate degrees are awarded in InterArts Studies with a concentration in Dance or Dance Therapy.

The Dance concentration serves a community of young artists investigating the tradition of dance, movement studies and personal creative process through performance. Study is enhanced by input from guest artists and interdisciplinary exploration in the fields of Contemplative Arts, Theater, Music, technical production, and context/critical skills.

The Dance Therapy concentration immerses students in a well-rounded dance program in preparation for entrance into the M.A., Somatic Psychology: Dance/Movement Therapy program. Additions to the Dance Track requirements include an introduction to the theories and practice of Somatic Psychology, Dance/Movement Therapy, Psychology and various Expressive Arts studies serve as a minor concentration.

Senior Projects for the dance concentration may include an original creative work, interpretive performance, or a research project. Senior Project is defined with the guidance of a faculty advisor and presented during the final semester. Projects may be supported through Performance Studies Seminar or independent study. Senior Project for the dance therapy concentration is fulfilled through community service in PSY 476, Dance/Movement Therapy in the World Today. Whether a student is primarily interested in practicing dance as an art form, or as a tool for working empathetically with others, the Dance/Movement Studies concentration provides ample ground for exploring the creative process.

**REQUIREMENTS FOR THE INTERARTS STUDIES B.A. DANCE/MOVEMENT STUDIES CONCENTRATION**

**Prerequisite Classes**

One of the following:

- IAR 340  Studies in Improvisation
- DAN 330  Contact Improvisation

One of the following:

- NCCZ 213  Wisdom of the Body
- DAN 310  Contemporary Dance Foundations
- DAN 350  Dance Forms I

One of the following:

- Exploring Traditional Eastern Arts
  - T'ai-chi Ch'uan I, Aikido I or Yoga I

**REQUIREMENTS FOR GRADUATION:**

Three of the following:

- IAR 380  Creative Process I: Improvisation
- IAR 420  Creative Process II: Composition
- IAR 370  Theater Design and Production I
- DAN 319  Dance History
- DAN 380  Body/Mind Centering I
- DAN 310  Contemporary Dance Foundations
- DAN 350  Contemporary Dance Forms I
- DAN 400  Contemporary Dance Forms II
- DAN 450  Contemporary Dance Forms III

One of the following:

- DAN 550  Body/Mind Centering II
- DAN 570  Body/Mind Centering II

One of the following:

- DAN 322 World Dance
- DAN 410 Dance of Africa

One of the following:

- IAR 355  History and Contexts of Contemporary Art I
- IAR 360  History and Contexts of Contemporary Art II
One of the following:  
THR 503-508 Acting Lab  
IAR 450 New Repertory Performance Project  
IAR 410 Guest Artist (or summer session guest artist)

One of the following:  
IAR 470 Creative Process III: Performance Studies  
IAR 484 Advanced InterArts Seminar

RECOMMENDED ELECTIVES:

**InterArts**
- IAR 506 Contemplative Dance Practice
- DAN 330 Contact Improvisation
- DAN 410 Dance of Africa
- DAN 420 World Dance
- TRA 500 Shambhala Meditation Practicum I
- TRA 505 "Tai-Chi Ch'uan I
- TRA 510 Aikido I
- TRA 515 Yoga I

**Theater**
- THR 520 Basic Acting
- THR 540 Character Acting
- THR 550 Voice and Sound
- THR 560 Mudra Space Awareness

**Music**
- MUS 515 Music of Africa
- MUS 550 Musicianship I
- MUS 580 Recording Studio
- NCCA 100 Musical Beginnings

**Requirements for InterArts Studies B.A.: Dance Therapy Concentration**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 310, 350, 400, 450</td>
<td>(two semesters of any of the following): Contemporary Dance Foundations, Contemporary Dance Forms I, II and/or III</td>
</tr>
<tr>
<td>DAN 550, 570</td>
<td>Body-Mind Centering I &amp; II</td>
</tr>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 380</td>
<td>Creative Process I: Improvisation</td>
</tr>
<tr>
<td>IAR 420</td>
<td>Creative Process II: Composition</td>
</tr>
<tr>
<td>PSY 326</td>
<td>Introduction to Dance/Movement Therapy</td>
</tr>
<tr>
<td>PSY 426</td>
<td>Authentic Movement</td>
</tr>
<tr>
<td>PSY 476</td>
<td>Dance/Movement Therapy in the World Today</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 26

*Notes: The Dance Therapy concentration has a required minor of Psychology which includes: PSY 320 Introduction to Psychology, PSY 420 Abnormal Psychology, and three credits of Psychology electives. PSY 377 Introduction to Body Psychology: Embodying Awareness, is highly recommended.*

**Certificate Program**

**InterArts Studies: Dance**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 310, 350, 400, 450</td>
<td>(two semesters of any of the following): Contemporary Dance Foundations, Contemporary Dance Forms I, II and/or III</td>
</tr>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 380</td>
<td>Creative Process I: Improvisation</td>
</tr>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 550</td>
<td>Body-Mind Centering I</td>
</tr>
<tr>
<td>DAN 570</td>
<td>Body-Mind Centering II</td>
</tr>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 380</td>
<td>Creative Process I: Improvisation</td>
</tr>
<tr>
<td>IAR 420</td>
<td>Creative Process II: Composition</td>
</tr>
<tr>
<td>PSY 326</td>
<td>Introduction to Dance/Movement Therapy</td>
</tr>
<tr>
<td>PSY 426</td>
<td>Authentic Movement</td>
</tr>
<tr>
<td>PSY 476</td>
<td>Dance/Movement Therapy in the World Today</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR CERTIFICATE**: 30

**Certificate Program**

**InterArts Studies: Dance Therapy**

This certificate program is designed to provide an introductory and well-rounded preparation for the study of dance therapy and can satisfy the entrance requirements for an M.A. program.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 310, 350, 400, 540</td>
<td>(two semesters of any of the following): Contemporary Dance Foundations, Contemporary Dance Forms I, II and/or III</td>
</tr>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 380</td>
<td>Creative Process I: Improvisation</td>
</tr>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 550</td>
<td>Body-Mind Centering I</td>
</tr>
<tr>
<td>IAR 570</td>
<td>Body-Mind Centering II</td>
</tr>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 380</td>
<td>Creative Process I: Improvisation</td>
</tr>
<tr>
<td>IAR 420</td>
<td>Creative Process II: Composition</td>
</tr>
<tr>
<td>PSY 326</td>
<td>Introduction to Dance/Movement Therapy</td>
</tr>
<tr>
<td>PSY 426</td>
<td>Authentic Movement</td>
</tr>
<tr>
<td>PSY 476</td>
<td>Dance/Movement Therapy in the World Today</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 36

*Note: If already taken, then other Psychology choices are required.*
REQUIREMENTS FOR INTERARTS STUDIES B.A./M.A.: DANCE THERAPY CONCENTRATION

(1 year/2 semesters)

This two-semester, 30-credit program is designed to prepare students who are transferring in 30 credits of previous B.A. study and have been accepted to the Master of Arts Somatic Psychology program. The curriculum is drawn from the dance and movement studies courses listed for the B.A. and Certificate programs and, within that, is tailored to the individual student’s background. It is an undergraduate program that satisfies prerequisites for graduate-level study as set by the American Dance Therapy Association (ADTA). See Dance Therapy M.A. description for a list of prerequisites for the M.A. program.

Note: For the Pre-M.A. Dance Therapy Certificate, only, another movement practice, such as Contact Improvisation, Dance of Africa, or Dance of Ball, can be substituted for Contemporary Dance Forms during one semester.

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>DAN 550</td>
<td>Body-Mind Centering I</td>
</tr>
<tr>
<td>DAN 570</td>
<td>Body-Mind Centering II</td>
</tr>
<tr>
<td>DAN 350</td>
<td>Contemporary Dance Forms I</td>
</tr>
<tr>
<td>DAN 400</td>
<td>Contemporary Dance Forms II</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
</tr>
<tr>
<td>PSY 326</td>
<td>Introduction to Dance/ Movement Therapy</td>
</tr>
<tr>
<td>PSY 476</td>
<td>Dance/Movement Therapy; Current Topics</td>
</tr>
<tr>
<td>*PSY 320</td>
<td>Psychology Classes: (6 credits)</td>
</tr>
<tr>
<td>*PSY 420</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td></td>
<td>and one additional psychology credit</td>
</tr>
</tbody>
</table>

Two Dance Therapy Classes:

TOTAL CREDITS 30

B.A. MINOR IN DANCE/ MOVEMENT STUDIES

Three credit hours selected from the following group:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 310</td>
<td>Contemporary Dance Foundations</td>
</tr>
<tr>
<td>DAN 350</td>
<td>Contemporary Dance Forms I</td>
</tr>
<tr>
<td>DAN 400</td>
<td>Contemporary Dance Forms II</td>
</tr>
<tr>
<td>DAN 450</td>
<td>Contemporary Dance Forms III</td>
</tr>
</tbody>
</table>

Two or three credit hours selected from the following group:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 330</td>
<td>Contact Improvisation</td>
</tr>
<tr>
<td>DAN 550 &amp; 570</td>
<td>Body/Mind Centering I &amp; II</td>
</tr>
<tr>
<td>DAN 410</td>
<td>Dance of Africa</td>
</tr>
<tr>
<td>IAR 506</td>
<td>Contemplative Dance Practice</td>
</tr>
</tbody>
</table>

Three or Four credit hours selected from the following group:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
</tr>
<tr>
<td>IAR 340</td>
<td>Studies in Improvisation</td>
</tr>
<tr>
<td>IAR 380</td>
<td>Creative Process I: Improvisation</td>
</tr>
<tr>
<td>IAR 410</td>
<td>Creative Process: Guest Artist</td>
</tr>
<tr>
<td>IAR 450</td>
<td>New Repertoire: Performance Project</td>
</tr>
<tr>
<td>IAR</td>
<td>Summer guest faculty</td>
</tr>
</tbody>
</table>

TOTAL 9

CONCENTRATION IN MUSIC

At Naropa, the practice of music encompasses the whole musician: the ear and its sensitivity to pitch and rhythm, the intellect and the intricacies of music theory, the body and the technical demands of playing an instrument, and the contemplative and expressive world of the heart.

Musicianship and ear training classes relate in a practical way to composition and performance. The study of music history, jazz, and world music traditions give students an appreciation of the richness of the world’s musical heritage. A contemplative approach to performance creates an understanding of the creative process and the power of music to uplift oneself and others.

The Music Program offers private music lessons designed to develop instrumental proficiency, as well as ensemble performance classes in various world music traditions and jazz. A Senior Project is required for graduation. Senior Projects include performance, research, pedagogy or other activities. Projects may be supported through Performance Studies seminar or independent study.

REQUIREMENTS FOR THE INTERARTS STUDIES B.A.: MUSIC CONCENTRATION

Pre-requisite course:

NCCA 100 Musical Beginnings: An Introduction to the Practice of Music

Requirements for graduation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 300</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>MUS 500</td>
<td>Ear Training I</td>
</tr>
<tr>
<td>MUS 510</td>
<td>Ear Training II</td>
</tr>
<tr>
<td>MUS 550</td>
<td>Musicianship I</td>
</tr>
<tr>
<td>MUS 560</td>
<td>Musicianship II</td>
</tr>
<tr>
<td>MUS 570</td>
<td>Musicianship III</td>
</tr>
<tr>
<td>MUS 580</td>
<td>Recording Studio I: Intro. To Music Technology</td>
</tr>
</tbody>
</table>
REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN MUSIC

Music Courses
MUS 300 Music Appreciation  3
MUS 500 Ear Training I  3
MUS 550 & 560 Musicianship I, II  6
Private Lessons  2
Music Elective  3

TOTAL MUSIC CREDITS  17
General Elective credits  13
TOTAL CREDITS TO GRADUATE  30

REQUIREMENTS FOR THE INTERARTS STUDIES B.A.: INTERDISCIPLINARY PERFORMANCE CONCENTRATION

The Interdisciplinary Performance degree combines two or more of the art forms offered by the InterArts Studies Department (dance, theater and music). The degree program is offered only to those students who have demonstrated facility in more than one art form, a sincere interest in an interdisciplinary approach to the arts and the ability to work independently.

Students apply to the program in the second semester of their sophomore year. The application process includes a detailed proposal, created in collaboration with the student's departmental mentor, which articulates (1) the student's interests, experience and goals in an interdisciplinary approach to performance, and (2) a description of the student's proposed coursework, designed according to his/her interests and goals, personal strengths and weaknesses, and departmental graduation requirements. Students whose work is unfamiliar to the faculty are required to present their work in a live or tape audition.

REQUIREMENTS FOR GRADUATION:

Course
IAR 380 Creative Process I: Improvisation  3
IAR 420 Creative Process II: Composition  3
IAR 430 Creative Process III: Performance Studies  3
IAR 355 History and Contexts of Cont. Art I  3
IAR 360 History and Contexts of Cont. Art II  3
IAR 370 Theater Production and Design  2
Courses selected from the dance, theater and music tracks according to criteria set forth in the application procedure above  19
Senior Project  N/A

Total credits required for graduation: 36
RELIGIOUS STUDIES

The Department of Religious Studies offers courses of study on the B.A. level which examine the phenomenon of religion as it affects individuals, as it operates in culture, and as it addresses questions of life's ultimate values. Buddhism is the religion which is most strongly represented in departmental offerings; however, most of the other major world religions are also represented. The methods applied on the undergraduate level draw from the scholarly disciplines of history of religions and from a commitment to presenting traditions from perspectives sympathetic to the living religious communities themselves. This approach honors the distinctive place of contemplative traditions and practices within many of the world's great religions.

DECLARATION OF MAJOR

In declaring a major in Religious Studies, the following would be expected:

1. Regular contact with the B.A. Advisor
2. A two-to-three page essay describing your interest in Religious Studies and what you hope to accomplish through study in this area
3. A grade point average of at least 3.0 in any courses taken in the World Wisdom Studies portion of Naropa's College Core Students whose grade point average is lower must make a special application to the department for an exception to policy. This application should include a letter explaining their situation and a personal interview with the department chair.

B.A., RELIGIOUS STUDIES

In the B.A. Religious Studies program, students explore religion in a variety of ways, with an emphasis upon the expression of historical traditions in contemporary life. Special emphasis is placed upon the role of contemplative practice in the world's great religions, especially Buddhism. All B.A. students must take a series of 18 credits which introduce the study of religion, Buddhist meditation practice, and introductory study of three different religious traditions. The additional 18 credits may be selected from core areas of study: contemporary issues in religion, contemplative practice, Buddhism, or study abroad in Bali or Nepal.

All B.A. majors must take the following 9 credits of B.A. Core courses:

- B.A. Meditation Practicum I 3
- Religion and Human Experience 3
- Senior Project I and II 3

All B.A. majors must choose 9 credits from the following religious traditions electives:

- Contemporary Religion 3
- Christianity 3
- Hinduism 3
- Religions of China and Japan 3
- Judaism (Rabbi Schachter's Jewish Literacy) 3
- Islam 3
- American Indian Traditions 3

B.A. majors may take any 18 credits from the following categories of courses:

CONTEMPORARY ISSUES IN RELIGION

- Engaging the World 3
- Gender and Religion 2
- Buddhism in America 3
- Spiritual Models of Social Action 3

CONTEMPLATIVE PRACTICE

- Dathun Meditation Retreat 6
- B.A. Meditation Practicum II 3
- Continuing Education
  - Meditation Weekends (various traditions) 3
- Two Traditional Eastern Arts electives (Choose Shambhala Meditation, Yoga, T'ai-chi Ch'uan, Aikido, Kyudo, or Iekabana) 6
- Sacred Arts I (Maitri and Dharma Art) 3

BUDDHISM

- B.A. Meditation Practicum II 3
- Foundations of Buddhism 3
- Mahayana Buddhism 3
- Tibetan Buddhism 3
- Buddhism in America 3
STUDY ABROAD

(Ball or Nepal, 9 credits can be applied to major)

Ball—ANT 538, REL 508, REL 518, art elective 9
Or Nepal—REL 526, REL 506, REL 516, ANT 536 9

B.A. students from any department may also choose to
minor in Buddhist languages, a total of 12 credits.

| Sanskrit I-III | 12 credits |
| Tibetan I-III | 12 credits |

Normally, students are not able to fulfill their minor
requirement through courses that are offered in their
major department. However, the language courses,
offered by the Religious Studies department do not
qualify as courses specifically on religion and at other
colleges, are generally offered in separate depart-
ments. For these reasons, Religious Studies majors may
elect to take a minimum of three 4 credit courses in
either Sanskrit or Tibetan (12 credits) in order to fulfill
their minor requirement (the minimum credit at
Naropa is 9 credits).

THE NAROPA ACADEMIC “CERTIFICATE”
PROGRAM FOR RELIGIOUS STUDIES

This 30 credit program is designed for those who wish
to immerse themselves in a study of contemplative
religious traditions. The program is open to students
who have completed at least 60 semester credits prior
to entering Naropa. The following courses are required
for Religious Studies Certificate program students:

| REL 400 | Meditation Practicum I | 3cr |
| REL 440 | Religion in Human Experience | 3cr |
| 3 BA | Religious Studies electives | 9cr |
| **Total credits in Religious Studies courses:** | **15cr** |
TRADITIONAL
EASTERN ARTS

"Joining Heaven and Earth-
Stilling the whirlpools of the minds."

The Traditional Eastern Arts B.A. emphasizes the transmission of traditional practices handed down from generation to generation in some cases, since ancient times—from various cultural contexts. The courses within the Traditional Eastern Arts program teach the development and use of internal energy while providing the space and training for the integration of body, mind and spirit. The program’s focus is on discipline and practice. The intention for the student majoring in Traditional Eastern Arts is to provide a ground in sitting meditation as well as an opportunity for in-depth study of one of the core body/mind awareness disciplines.

The core disciplines are Tai-chi Ch’uan, Aikido, or Yoga. The student is encouraged to bring the essence of that discipline into alignment with other areas of life such as livelihood, health, creative expression, and being a member of the larger community. This is what we call learning to embody a contemplative way of life. Although we do not expect mastery at the B.A. level, this program trains and encourages students to develop practice and discipline as a way of life.

The ground of study in the Traditional Eastern Arts Program is sitting meditation. While taking Shambhala Meditation Practicum, the student learns the basic principles of sitting meditation (6 credits).

Explorations into the Philosophy of Meditative Movement is a required course for students majoring in the Traditional Eastern Arts. The course explores sitting meditation, Tai-chi Ch’uan, Yoga, Aikido, and Ikebana. The students learn about the philosophy of each and how they interrelate (2 credits).

The student chooses a major area of study from the following awareness disciplines: Tai-chi Ch’uan, Yoga, or Aikido (11 credits).

The history, philosophy and culture of the major awareness discipline is studied in the junior year. This is an independent study class taught by the instructor of the core awareness discipline (1 credit).

The Senior Colloquium (1 credit) is required in the fourth semester. This class addresses how the student connects practice of discipline to experience in life and how the student is learning to embody the contemplative way of life. The class involves preparation of a senior project.

The Traditional Arts student will choose three credits in the 24-credit major from academic courses relevant to the major awareness discipline, or from academic courses relevant to sitting meditation practice. This includes such courses as The Introduction to The Tao of Lao Tzu, Confucianism and the I Ching, Contemplative Religions, The Religions of China and Japan, and Zen Buddhism or Hinduism.

Traditional Eastern Arts practices currently offered include: Tai-chi Ch’uan, Aikido, Yoga, Shambhala Meditation Practicum, Kyudo (Zen Archery), and Ikebana. In addition to the B.A. major, courses taken in the Traditional Eastern Arts Department may be taken to fulfill the Institute’s general elective, minor, or traditional contemplative arts requirements.

SITTING MEDITATION

Sitting meditation trains us to discover simplicity and clarity of mind. It develops Shamatha, “peace” and Vipashana, “insight.” The student has the opportunity to settle into the practice of sitting meditation, begins to develop gentleness, “maitri,” toward self and others, and learns to honor life and its traditions in the context of sacred world.

TAI-CHI CH’UAN

“Whoever practices Tai-chi Ch’uan, correctly and regularly, twice a day over a period of time will gain the pliability of a child, the health of a lumberjack, and the peace of mind of a sage.”
— Grand Master Cheng Man-Ch’ing

Tai-chi Ch’uan is translated as “the supreme ultimate system of self-defense.” It is a moving meditation, an ancient Chinese exercise consisting of slow, relaxed movements. For the body, it is an exercise. For the mind, it is a study in concentration and will power. It is a profound preventative and curative system of Chinese medicine.

The exercise consists of 37 movements which are performed in slow, continuous sequence, and which emphasize complete relaxation, accuracy of motion, and natural breathing. As the body is given a chance to relax within action, one experiences that life can be lived and all work accomplished with less effort. The concept of chi, the intrinsic energy which animates all
living phenomena, plays a central role in the training. Tension interferes with the flow of ch'i in our bodies, and the purpose of T'ai-chi Ch'üan as an exercise is to restore the normal flow of ch'i by dissolving this tension. When practiced regularly, it can produce improvements in our mental, physical and emotional health. The short form, Yang Style, of Grand Master Cheng Man-Ch'ing is taught.

AIKIDO

"If your heart is large enough to envelop your adversaries, you can see right through them and avoid their attacks. And once you envelop them, you will be able to guide them along a path indicated to you by heaven and earth."
— Sensei Morahel Uyeshiba, Aikido Founder

The roots and trunk of Aikido stand in the soil of the great warrior traditions—Budo, where the fighting arts were studied and practiced for the sake of defense of society and also as a personal path for awakening. The vision of the founder of Aikido is unique amongst martial arts. One trains to learn to protect all life, even the life of one's enemies. Creating compassion this vast is a lifetime undertaking.

Aikido wisdom and skills are developed through lively partner practice. On the mat we engage with varied attacks and defenses in order to learn to become calm, centered and receptive during intense encounters. Whole-body training takes place through watching, listening, feeling and doing. Aikido is not verbal philosophy but lively, kind-hearted, harmonious action that reconciles conflict without killing the life spirit from which it comes. We practice Aikido not because we are realized beings but to further develop that source within ourselves. At the end of each semester students may test for rank through the international organization, The Aikido School of Ueshiba.

YOGA

"Yoga chitta vritti narodhya. Yoga is the stilling of the whirlpool of the mind."
— Patanjali

The Sanskrit word, Yoga, means "union," "joining together," or "oneness." It is also the name of an ancient Indian discipline designed to reveal one's true nature, or Atman. Yoga views one's body, emotions, mind, and spiritual self as a continuum of energy. At one end of the spectrum is the physical body. It is tangible, solid, gross energy. At the other end of the spectrum is the spiritual "body," delicate, invisible, made of subtle energy. Yoga practice aims toward a oneness and health among all these energies, these bodies. The practices develop intimacy with your body which also produces strength, limberness and stamina, letting go and relaxing, deep breathing which is the infusion of energy or prana, and moment-to-moment peaceful inner awareness. The Yoga taught in this program is in the lineage of Dr. Swami Gitananda.

Any level of Yoga, T'ai-chi Chu'yan, or Aikido may be repeated for credit if recommended by the instructor.

DECLARATION OF MAJOR

In declaring a major in Traditional Eastern Arts, the following would be expected:

1. Regular contact with the B.A. Advisor
2. An advising conference with the Traditional Eastern Arts department chair

REQUIREMENTS FOR THE B.A. IN TRADITIONAL ARTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRA 500 Shambhala Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>Major Awareness Discipline (T'ai-chi Chu'yan I, Aikido I or Yoga I)</td>
<td>3</td>
</tr>
<tr>
<td>TRA 532 Exploring Traditional Eastern Arts</td>
<td>2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year, Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRA 580 Shambhala Meditation Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Major Awareness Discipline (T'ai-chi Chu'yan II, Aikido II or Yoga II)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year, Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRA 499 Independent Study (History, Philosophy, Culture of the Major Awareness Discipline)</td>
<td>1</td>
</tr>
<tr>
<td>Major Awareness Discipline (T'ai-chi Chu'yan III, Aikido III or Yoga III)</td>
<td>3</td>
</tr>
<tr>
<td>One academic course from the Religious Studies Department (or other department) relevant to major awareness discipline</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year, Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Study of Major Awareness Discipline (T'ai-chi Push Hands, Aikido Weapons, or T.A. Position)</td>
<td>2</td>
</tr>
<tr>
<td>Senior Colloquium</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

B.A. MINOR IN TRADITIONAL EASTERN ARTS

9 credit hours in TRA courses, 6 of which must be in one discipline.
VISUAL ARTS

"Art making as an expression of one's nature."
— Robert Spellman, Chair

The Visual Arts Program at Naropa College provides a context for the study of mind and phenomena using sitting meditation and the disciplines of traditional and modern art from many world cultures. These disciplines are studied as expressions of innate wakefulness rather than purely artistic techniques. The discovery of one's own innate wakefulness through the practice of art and meditation also reveals the significance and power of cultural forms such as alphabets, colors, shapes, pottery and sculpture. The implications of this discovery for aspiring artists are both profound and practical: art making as an expression of one's true nature advances an understanding of one's place in the world and this can illuminate the ordinary practicalities of how one lives.

The Visual Arts curriculum includes courses that explore the creative process and artistic expression. Studio classes offer training in drawing, watercolor, figure drawing, painting, color theory, Japanese brush stroke, Tibetan thangka painting, calligraphy and book arts, and sculpture. These are complemented by courses surveying world art history and ongoing discussions exploring the creative process. The senior year culminates in a portfolio presentation and an exhibition of students' art in the Naropa Gallery which draws viewers from the Boulder/Denver area. Throughout the program, students are encouraged to practice sitting meditation with guidance from faculty members.

DECLARATION OF MAJOR
In declaring a Visual Arts major, the following would be expected:

1. Regular contact with the B.A. Advisor
2. An advising conference with the Visual Arts department chair

REQUIREMENTS FOR THE B.A. IN VISUAL ARTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 500 The Contemplative Artist</td>
<td>3</td>
</tr>
<tr>
<td>ART 530 Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 551 World Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 552 World Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 580 Portfolio &amp; Gallery Presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

SUBTOTAL: 13

3 credits in a studio class in a Western discipline:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 505 Drawing I, or</td>
<td></td>
</tr>
<tr>
<td>ART 515 Watercolor I, or</td>
<td></td>
</tr>
<tr>
<td>ART 525 Drawing II</td>
<td></td>
</tr>
</tbody>
</table>

3 credits in a studio class in an Eastern Discipline:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 533 Thangka Painting I, or</td>
<td></td>
</tr>
<tr>
<td>ART 537 Brush Stroke I</td>
<td></td>
</tr>
</tbody>
</table>

7 credits selected from:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 543, 553, 563 Thangka Painting II, III, IV</td>
<td></td>
</tr>
<tr>
<td>ART 547 Brush Stroke II</td>
<td></td>
</tr>
<tr>
<td>ART 545, 565 Paintign I &amp; II</td>
<td></td>
</tr>
<tr>
<td>ART 520 Calligraphy &amp; Book Arts</td>
<td></td>
</tr>
<tr>
<td>ART 555, 575 Figure Drawing I &amp; II</td>
<td></td>
</tr>
<tr>
<td>ART 540 Sculpture</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 24

B.A. MINOR IN VISUAL ARTS

Students may fulfill general electives required for the B.A. degree by taking additional electives in Visual Arts.

Any 9 credit hours in ART courses
WRITING AND LITERATURE

"Mind is shapely, art is shapely."
— Allen Ginsberg

THE JACK KEROUC School of Dismembered Poetics

Naropa University's Department of Writing and Poetics aspires to the classical Greek akademia, a "grove" of learning where elders and students met to explore traditional and innovative technique and lore. This further conjures the viharas of classical India where poets, philosophers, and yogins practiced and debated. The Program honors the verbal arts as a medium of human culture through the study and practice of oral and written literature.

The Naropa Writing and Poetics Department, otherwise known as the Jack Kerouac School of Dismembered Poetics, was founded in 1974 by Allen Ginsberg and Anne Waldman. The department considers mindful attention to language and one's world to be the basis of a lively, engaged writing practice. From its beginning the Writing and Poetics Department has taken as a premise Gertrude Stein's view that in writing, one is always beginning again.

Writing and Literature program students develop the confidence necessary to enter into an active literary life as writer and reader. Our curriculum is designed for students willing to explore writing as an imaginative discipline, developing the skills and attention that will enable them to "write their minds on a piece of paper" (Chogyam Trungpa) with elegance, directness, and precision.

In addition to the practice and study of writing, Writing and literature program students can acquire skills in letterpress printing and publication, participate in community readings and performances, and through Project Outreach, develop workshop teaching skills in local schools and institutions.

The Writing and Poetics Department is proud of its students and graduates. During the past few years Naropa graduates have published books of original writing, been finalists for the Walt Whitman prize from the Academy of American Poets, received NEA awards in poetry, won awards in the Raymond Carver Contest, the Prism International Short Fiction Award, the Colorado Council on the Arts, and the Story Magazine competition. Work from Naropa Writing and Poetics graduates has appeared in American Poetry Review, Exquisite Corpse, Harper's, Bomb, AWP Newsletter, and in the anthologies, American Poets Say Good-bye To The Twentieth Century, Flippin': Filipinos on America, and Returning a Borrowed Tongue. In addition, Naropa graduates have appeared on MTV's Spoken Word program and on The United States of Poetry series on PBS. Our graduates have entered careers in arts administration, publishing, television and screen writing, and have gone on to Ph.D. programs in various fields.

Curriculum

The B.A. Writing and Literature curriculum balances writing workshop and literary studies requirements. This balance reflects the department's conviction that creative writing, reading, and critical analysis must all be involved in a writer's growth.

DECLARATION OF MAJOR (FOR STUDENTS IN NAROPA COLLEGE)

In declaring a major in Writing and Literature, the Student must:

1. within the 6-credit-hour Communication Arts Core requirement, take a 3-credit-hour Writing Workshop course in lower division taught by a member of the Writing and Poetics full-time or adjunct faculty and receive a grade of B or higher;
2. in addition to fulfilling the 6-credit-hour Cultural and Historical Studies Core requirement, take an additional 3-credit-hour Literature-Literary Studies course and receive a grade of B or higher;
3. have 35 credit hours or more at the end of a current semester in order to submit application materials;
4. meet with a Naropa College Advisor to clarify personal objectives and goals for a major;
5. submit a one-page Statement of Intent and a 10-15 page submission of original work to the Writing and Poetics Office for review;
6. submit application materials to the Writing & Poetics Department by October 15 for enrollment in the spring and March 15 for fall enrollment.

B.A. IN WRITING AND LITERATURE

Undergraduate Writing and Literature students can take literature courses ranging from Ancient World Literature to Postmodern Poetics and Introduction to Critical Theory. Writing workshops train in various modes of verse and prose composition. The B.A. program encourages the willingness and ability to step beyond preconceptions and bring an open state of mind to the act of writing. Through the Student Arts Concert readings, students can train in the oral presentation of their work as well.
Academic Year

The B.A. in Writing and Literature is a full-time two year program beginning in the Spring or Fall of each year. Students take an average of 12 credit hours of courses per semester. (Please refer to the section on Financial Aid to determine credit hours required for monetary assistance.)

B.A. credit is available to qualified students on a part-time basis. Part-time undergraduates must enroll in at least three credit hours per semester.

B.A. students can enroll in one four-week summer session (Summer Writing Program) for credit toward their degree. An undergraduate student will receive 6 credit hours (3 credit hours for literature and 3 credit hours for writing) towards Writing and Literature program requirements upon completion of a summer session.

WRITING AND LITERATURE CURRICULUM

B.A. Reading and Writing Workshops: Writing Poetry, Writing Fiction, The Expository Essay.

Each semester the department offers at least two undergraduate writing workshops (3 credit hours each). Undergraduate writing workshops include Writing Poetry, Writing Fiction, The Expository Essay and B.A. Reading and Writing. In writing workshops, students refine their ability to convey present thought, feeling, and observation in direct language and with an active sense of form.

The department offers some literature courses specifically designed for undergraduates. In others, undergraduate and graduate students meet together. In such cases, different work assignments and requirements are built into the syllabus.

Literature courses examine selected writers’ works, topics or periods in literary history. Recent literature courses have explored Ancient World Literature, The Open Road in American Fiction, an Introduction to Feminist Criticism, Classic Modernism, A History of English and American Prosody, and Eco-literature. All literature classes require critical papers in standard academic format.

Elective Courses

B.A. students choose their elective courses in consultation with our program advisor.

B.A. students may take Letterpress Printing (3 credit hours), Project Outreach (from 1 to 3 credit hours), or Practicums (1 credit hour weekend workshops) offered within the Writing and Poetics Department to partially satisfy the elective requirement. This Fall, a 2 credit hour practicum called Designing a Writing Workshop will be offered.

Electives may also be selected from approved course offerings of other departments at the College. Elective courses may be taken in dance, theater, psychology, contemplative arts and practice traditions, and many other subjects.

CONTEMPLATIVE COURSE REQUIREMENT

B.A. students take six credit hours of courses which fulfill the contemplative course requirement. These include Ta’i-chi Ch’uan, meditation practice, Aikido, Ikebana, sumi brushstroke, and yoga, among others. Each of these disciplines provides a method of cultivating mindful awareness. Contemplative courses require no adherence to any particular religious doctrine. (See the Naropa Degree Student Handbook for a complete list of courses satisfying this requirement.)

PROGRAM REQUIREMENTS FOR THE B.A. DEGREE IN WRITING AND LITERATURE

The B.A. degree requires a total of 120 credit hours, 60 of which are earned in upper division studies and 24 of which must be completed at Naropa fulfilling the Writing and Literature requirements. The 24 credit major requirement is distributed as follows:

12 credit hours in writing workshops. Choose from:

Courses (3 credits each)

WRI 407 B.A. Creative Writing for Non-Majors
WRI 410 Reading and Writing Workshop: Bioregional Poetics
WRI 411 Writing Fiction: Variations on the Form
WRI 420 Writing Poetry: Rhythm in Verse
WRI 421 Dramatic Forms: Plays, Screenplays and the Craft of Writing Them
WRI 459 Reading and Writing Workshop: Wild Form
WRI 460 Writing Poetry: Writing The Poems
WRI 461 Writing Fiction: Making Stories
WRI 475 B.A. Manuscript and Thesis Workshop (Final Semester)
WRI 542 Practice of Translation
WRI 552 The Expository Essay

12 credit hours in literature courses. Choose from:

Courses (3 credits each)

WRI 410 Reading and Writing Workshop: Bioregional Poetics
WRI 459 Reading and Writing Workshop: Wild Form
WRI 535 Trends in Contemporary Literature: Introduction to Critical Theory
WRI 541 Literature Seminar: Poetic Statements of the Century
WRI 542 Practice of Translation
WRI 543 Literature Seminar: Postmodern U.S. Poetry
WRI 552 The Expository Essay
WRI 555 Trends in Contemporary Lit.: Introduction to Feminist Criticism
WRI 580 Eco-Lit

Courses (3 credits each)

TOTAL CREDITS 24
B.A. MANUSCRIPT

The final B.A. requirement in Writing and Literature is a 40-50 page manuscript representing the best creative work the student has accomplished in the program. In addition, the manuscript includes a 15-20 page critical essay on a literary topic. The manuscript is developed and edited over the course of the B.A. Final Manuscript course (WR 475) required of all students in their final semester. (For further description, see Manuscript Guidelines available at the Writing and Poetics office.)

*Note: no extensions are available in the B.A. Final Manuscript course.

SUMMER WRITING PROGRAM

Undergraduates in Writing and Literature may take the four-week Summer Writing Program for a total of 6 credit hours. Of these, 3 credit hours will be applied to writing workshop requirements and 3 credit hours will apply to literature course requirements.

DEPARTMENTAL ELECTIVES

Courses
WR 545W Poetry Practicum: Rhizomatic Poetics (1cr)
WR 547W A Writer's Practicum: Designing a Writing Workshop (2cr)
WR 556W Poetry Practicum: T&EA (1cr)
WR 557W Prose Practicum: The Monstrous and the Marvelous (1cr)
WR 581 Outreach (1-3cr)
WR 582 Letterpress Printing: The Well-Dressed Word (3cr)
WR 583 Letterpress Printing: First Impressions (3cr)

REQUIREMENTS FOR A MINOR IN WRITING AND LITERATURE

Consult "Program requirements for the B.A. degree in Writing and Literature" (above) for a listing of writing workshop and literature courses. No final manuscript is required for the minor.

Students must select ONE of the following four combinations; each fulfills the 9 credit hours for the Minor requirement.

A. one writing workshop; two literature courses (9cr)
B. two writing workshops; one literature course (9cr)
C. Summer Writing Program (four weeks for 6cr); one literature course or one writing workshop (9cr)
D. Summer Writing Program (two weeks for 3cr); one literature course and one writing workshop (9cr)

* WR 407, BA Creative Writing for Non-Majors fulfills 3 credit hours of writing for the Minor

DEPARTMENT FEATURES

The Allen Ginsberg Library

In addition to its growing collection of poetry and prose volumes, the Allen Ginsberg Library contains a large collection of audio recordings by resident and visiting faculty of the Writing and Poetics Department. These include writers affiliated with the Beat movement, New York, Black Mountain, West Coast and "language" schools, as well as tapes of classes, readings, and talks by dozens of other contemporary writers and scholars. Allen Ginsberg, Diane di Prima, Robert Creeley, Helen Adam, Gregory Bateson, John Cage, Paul Gunther, Gary Snyder, and Amiri Baraka are a few of those writers who have presented their work at Naropa over the years. These audio tapes are available to students. In recent years this archive has been augmented with a selection of video tapes.

Project Outreach

Directed by resident faculty member Jack Collom, Project Outreach places our students in local schools and other institutions to lead creative writing workshops. Naropa Writing and Poetics program students receive course credit while developing their teaching skills for the benefit of the larger community.

Bombay Gin

Bombay Gin, the literary magazine of the Writing and Poetics department, is edited each year by a board of our students and is a 1999 and 2000 recipient of a Colorado Council On The Arts grant. This board solicits contributions, selects the work to be published, and conceives and executes production, from typesetting to layout and design. New issues come out in June of each year and sell for $10. Back issues are available through the Writing and Poetics Office for $5. Anselm Hollo serves as faculty advisor to the editors of Bombay Gin.

The Harry Smith Print Shop

Located in the Harry Smith Cottage on the Naropa campus, the print shop features a Chandler and Price platen press and a smaller proof press. Regular courses and workshops are offered for students who wish to learn printing technique and distribute work on both platen or proof presses. The print shop adds a fine craft dimension to the Writing and Poetics programs. Periodic classes include bookbinding and paper making. The press is housed in the cottage where film-maker, scholar, and musicologist Harry Smith resided. Printers Brad O'Sullivan and Julie Seko teach printing courses offered every semester. Andrew Schelling serves as faculty advisor.

WRITING AND POETICS SCHOLARSHIPS

For a listing of scholarships available to students in the Department of Writing and Poetics, consult the Financial Aid/Scholarship section at the front of this catalogue.

EVENTS, BENEFITS, AND PUBLICATIONS

Regularly scheduled Writing and Poetics events include: Student Arts Concerts, readings by faculty and guest writers, and Bombay Gin Fall benefit. Magazines and publications by students and faculty include Bombay Gin, the monthly W&P Newsletter, InteZone, Summer Writing Program Journal, and Project Outreach and Eco-Lit journals. Independent, short-run publishing projects are frequently initiated by students.
NAROPA UNIVERSITY
GRADUATE PROGRAMS
Buddhist Studies

"This program provides a thorough grounding in the teachings of Buddhism and a foundation for spiritual practice. It makes you crazy and it makes you sane."

- Buddhist Studies student

3. Buddhist Meditation
Buddhist meditation, studied in a non-sectarian way, is examined through:

a) Four "meditation practicum" courses, each offered each semester, in which students study teachings from meditation masters, hear lectures on various styles of Buddhist practice, explore meditation for themselves, and engage in discussion on the nature of meditation as a practical discipline in relation to their own lives. Students are also assigned an individual meditation instructor who serves as a sounding board and advisor in the students' evolving understanding.

b) A week-long sitting period for Buddhist Studies students, faculty, and staff that follows mid-term examinations each semester.

c) The "dathun," a month-long intensive group retreat of sitting meditation, required for graduation and before internship for Engaged Buddhism students.

4. The Living Spirituality of Buddhist Teachers and Masters
Students are able to have contact with many Asian and Western Buddhist teachers, representing a wide variety of traditions and orientations, through courses, special events, and the departmental activities that surround the visits of important teachers. Tibetan teachers are most in evidence at the University, but Zen, Theravada, Pure Land, and representatives of other traditions frequently offer courses.

Comprehensive exams, both written and oral, take place at the end of the second year of study as the culminating expression and celebration of the student's journey at the University. Applies to all concentrations.

Master of Arts paper, project, or translation is to be presented at the completion of the student's coursework. Applies to all concentrations.
SPECIAL EMPHASIS IN THE THREE
BUDDHIST STUDIES M.A. DEGREE
CONCENTRATIONS

The Master of Arts Program in Buddhist Studies is a
two-year course of study with the following require-
ments in a choice of three concentrations.

The Language Concentration

The language concentration offers students the oppor-
tunity to study either Sanskrit or Tibetan through two
years of coursework, exploring Buddhist texts beyond
the filter of the English language.

Tibetan

The Tibetan Language provides access to the rich and
diverse world of Tibetan Buddhist literature as well as
the oral teachings of contemporary masters. This con-
centration provides training in both classical Tibetan and
the spoken language. Study of classic Tibetan involves
learning grammar and vocabulary of the classical lan-
guage and reading in simple texts. Modern Tibetan is
learned through the study of the contemporary idioms
and practice in hearing and speaking Tibetan.

Sanskrit

Sanskrit is the universal language of Buddhism. It
stood close to the spoken tongue of the Buddha
himself; it was the idiom of Indian Buddhist texts, and
it functioned as the common language of Buddhism
throughout Asia. The Sanskrit emphasis provides
students with a knowledge of Sanskrit grammar and
vocabulary, as well as initial reading knowledge provid-
ing access to the world of Buddhist texts.

Courses

First Year, Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 600</td>
<td>Meditation Practicum I 3</td>
</tr>
<tr>
<td>REL 611</td>
<td>Abhidharma: Nature of Mind and Emotions 3</td>
</tr>
<tr>
<td>REL 645</td>
<td>Introduction to Contemplative Religion 3</td>
</tr>
<tr>
<td>REL 556</td>
<td>The Three Jewels: Buddha, Dharma, Sangha 3</td>
</tr>
<tr>
<td>REL 650</td>
<td>Dathun 0 (or 6 credit option)</td>
</tr>
</tbody>
</table>

First Year, Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 620</td>
<td>Meditation Practicum II 3</td>
</tr>
<tr>
<td>REL 661</td>
<td>The Second Turning of the Wheel of Dharma 3</td>
</tr>
<tr>
<td>REL 682</td>
<td>Madhyamakas: The Teaching of Emptiness 3</td>
</tr>
<tr>
<td>REL 800</td>
<td>M.A. Colloquium I 1.5</td>
</tr>
</tbody>
</table>

Second Year, Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 635</td>
<td>Meditation Practicum III: Maitri and Mandala 3</td>
</tr>
<tr>
<td>REL 742</td>
<td>Buddha Nature School 3</td>
</tr>
<tr>
<td>REL 710</td>
<td>The Third Turning of the Wheel of Dharma 3</td>
</tr>
<tr>
<td>REL 800</td>
<td>M.A. Colloquium I 1.5</td>
</tr>
</tbody>
</table>

Second Year, Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 572</td>
<td>Buddhism in Tibet 3</td>
</tr>
<tr>
<td>REL 760</td>
<td>Vajrayana Texts 3</td>
</tr>
<tr>
<td>REL 780</td>
<td>Meditation Practicum IV 3</td>
</tr>
<tr>
<td>REL 850</td>
<td>M.A. Colloquium II 1.5</td>
</tr>
<tr>
<td>REL 880</td>
<td>Comprehensive Exams 0</td>
</tr>
<tr>
<td>REL 885</td>
<td>Master's Project Paper 0</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 61

The Contemplative Religion Concentration

Contemplative experience and training are found in
many of the world's great spiritual traditions. Students
who select this concentration study the mystical and
meditative dimensions of a wide range of religious
traditions including Buddhism, Christianity, Judaism,
Islam, Hinduism, the religions of East Asia, and
American Indian spirituality. Through studying each
tradition phenomenologically and through treating it
as a human voice to be heard, students are challenged
by the various perspectives presented and stimulated
in their own thinking about religion and spirituality.

Courses

First Year, Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 600</td>
<td>Meditation Practicum I 3</td>
</tr>
<tr>
<td>REL 611</td>
<td>Abhidharma 3</td>
</tr>
<tr>
<td>REL 645</td>
<td>Introduction to Contemplative Religion 3</td>
</tr>
<tr>
<td>REL 556</td>
<td>The Three Jewels: Buddha, Dharma, Sangha 3</td>
</tr>
<tr>
<td>REL 650</td>
<td>General elective 3</td>
</tr>
<tr>
<td>REL 661</td>
<td>Dathun 0 (or 6 credit option)</td>
</tr>
</tbody>
</table>

First Year, Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 620</td>
<td>Meditation Practicum II 3</td>
</tr>
<tr>
<td>REL 661</td>
<td>The Second Turning of the Wheel of Dharma 3</td>
</tr>
<tr>
<td>REL 682</td>
<td>Madhyamakas: The Teaching of Emptiness 3</td>
</tr>
<tr>
<td>REL 800</td>
<td>M.A. Colloquium I 1.5</td>
</tr>
</tbody>
</table>

Second Year, Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 635</td>
<td>Meditation Practicum III 3</td>
</tr>
<tr>
<td>REL 742</td>
<td>Buddha Nature School 3</td>
</tr>
<tr>
<td>REL 710</td>
<td>The Third Turning of the Wheel of Dharma 3</td>
</tr>
<tr>
<td>REL 800</td>
<td>M.A. Colloquium I 1.5</td>
</tr>
</tbody>
</table>

Second Year, Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 572</td>
<td>Buddhism in Tibet 3</td>
</tr>
<tr>
<td>REL 760</td>
<td>Vajrayana Texts 3</td>
</tr>
<tr>
<td>REL 780</td>
<td>Meditation Practicum IV 3</td>
</tr>
<tr>
<td>REL 850</td>
<td>M.A. Colloquium II 1.5</td>
</tr>
<tr>
<td>REL 880</td>
<td>Comprehensive Exams 0</td>
</tr>
<tr>
<td>REL 885</td>
<td>Master's Project Paper 0</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 60
ENGAGED BUDDHISM CONCENTRATION

"Engaged Buddhism" refers to a broadly based movement of Asians and Westerners seeking to apply Buddhist principles to the challenges of rapid global secularization, rampant materialism, socio-economic injustice as well as the pervasive and more individual forms of suffering inherent in this existence. The program includes both theoretical and practical training. Students study classical Buddhist philosophy, ethics, and meditation. They also explore the "engaged" spirituality of Buddhism and other wisdom traditions as they apply to community-building, leadership training, conflict management, grief and despair work, and the role of ritual in providing care for individuals and communities in crisis. Practical training focuses particularly on the "social service" dimension utilizing both classroom and field work to develop skills that will enable students to enter into and be effective within this arena of helping others. Internships in either pastoral care (supervised by the Association of Clinical Pastoral Education) or community-based field work, will support students to qualify for employment in hospitals, hospices, prisons, homeless shelters, and other human service or social action settings. Internship possibilities in non-traditional settings are also available and would be tailored to the individual students' needs and interests.

Dathun, or minimum equivalent of a four-week meditation retreat, must be completed before the internship in the second year.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year, Fall</strong></td>
<td></td>
</tr>
<tr>
<td>REL 600 Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>REL 556 The Three Jewels: Buddha, Dharma,</td>
<td>3</td>
</tr>
<tr>
<td>Sangha</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>REL 611 Abhidharma</td>
<td>3</td>
</tr>
<tr>
<td>REL 515 Buddhism and Social Action</td>
<td>3</td>
</tr>
<tr>
<td>REL 630 Contemplative Christianity</td>
<td>3</td>
</tr>
<tr>
<td>REL 602 Communication: Opening to Others</td>
<td>3</td>
</tr>
<tr>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td><strong>First Year, Spring</strong></td>
<td></td>
</tr>
<tr>
<td>REL 620 Meditation Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>REL 682 Madhyamaka: The Teaching of Emptiness</td>
<td>3</td>
</tr>
<tr>
<td>ENV 670 Human Nature Contract II</td>
<td>2</td>
</tr>
<tr>
<td>REL 642 Introduction to Pastoral Care</td>
<td>3</td>
</tr>
<tr>
<td>REL 652 Creating Healing Environments</td>
<td>3</td>
</tr>
<tr>
<td>• Special Topics</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year, Fall</strong></td>
<td></td>
</tr>
<tr>
<td>REL 746 Engaged Buddhism Field Placement</td>
<td>6</td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td>REL 736 Engaged Buddhism Colloquium I</td>
<td>3</td>
</tr>
<tr>
<td>REL 635 Meditation Practicum III: Maitri and</td>
<td>3</td>
</tr>
<tr>
<td>Mandala</td>
<td></td>
</tr>
<tr>
<td>• Special Topics</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year, Spring</strong></td>
<td></td>
</tr>
<tr>
<td>REL 754 Community and Sacred World</td>
<td>3</td>
</tr>
<tr>
<td>REL 755 Engaged Buddhism Colloquium II:</td>
<td>3</td>
</tr>
<tr>
<td>Master's Project</td>
<td></td>
</tr>
<tr>
<td>REL 780 Meditation Practicum IV: Mudra</td>
<td>3</td>
</tr>
<tr>
<td>Engaged Buddhism Elective</td>
<td>3</td>
</tr>
<tr>
<td>• Special Topics</td>
<td></td>
</tr>
<tr>
<td>REL 785 Spiritual Models of Social Action</td>
<td>3</td>
</tr>
<tr>
<td>REL 612, 622, 632 Special Topics — 1 cr per weekend</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>60</td>
</tr>
</tbody>
</table>
MASTER IN DIVINITY

COMING TO THE RELIGIOUS STUDIES DEPARTMENT IN THE FALL OF 2001

Master in Divinity

Beginning in the Fall of 2001, Naropa University will offer a Master in Divinity degree through the Religious Studies Department. This degree will be a three year, 78 credit program including in-depth theological study of the Buddhist tradition integrated with a thorough grounding in contemplative approaches to community work, spiritual caregiving and interfaith chaplaincy. In keeping with the mission of Naropa University to join study with practice, the program will require a month long meditation intensive as well as a six week residential study and practice community at a retreat center.

The Master of Divinity degree will prepare students through four streams of learning: (1) Buddhist Teachings—an in-depth understanding of the basic texts and doctrines of the religion both in historical context and modern. (2) Community—the ability to apply these teachings, and their Western counterparts, in a variety of communal settings, including peacemaking skills, the contemplative approach to leadership, and the establishment of “engaged” communities. (3) Interfaith Pastoral Care—the ability to serve a diverse community in ministerial/chaplaincy roles while embodying the principles and practices of one’s primary tradition, and (4) Practice and Meditation—the spiritual practice of sitting meditation drawn from the Buddhist tradition, incorporating both shamantha (calm abiding) and vipashyana (clear seeing.) These four areas of study are referred to as “streams of learning” because of the fluid interdisciplinary nature of how they weave together, each adding to the other, until a stronger body of learning emerges, a powerful river capable of transforming the world through which it moves.

Completion of a Master of Divinity degree has traditionally been an important credential in preparing a candidate for ministry in the Western educational tradition. In this regard, our program will break new ground in preparing Buddhists to serve their communities in leadership capacities. The established job opportunities for interfaith chaplains includes positions in hospitals, hospices, prisons, and the armed forces. Other available career paths include work in the not-for-profit community-based sector and other non-traditional “ministries” such as social activism, poverty ministry, or community development.

Successful applicants will have demonstrated academic excellence in completing their B.A. degree. Applicants should also show interest in the practice of meditation, express commitment to community service in their work or volunteer history, and have some personal connection to the Buddhist tradition. Please contact Naropa University Admissions Office for further information. (303) 444-0202.

Tibetan Tradition Stream: We are pleased to announce the fall 2001 launch of a new stream of classes which may be taken by M.A. Buddhist Studies or Master of Divinity (see above) students. In lieu of the current core and M.A. Seminar classes, which employ the a comparative, interdisciplinary approach, students in the department may elect to take a series of courses on advanced philosophy, logic and analytic method derived from the Tibetan tradition of education.
M.A. IN CONTEMPLATIVE EDUCATION

"As we spiritualize education, teacher transformation must come first."
— Richard Brown, Chair

Master of Arts in Contemplative Education

The Master of Arts in Contemplative Education is a low-residency professional development degree for practicing teachers and others interested in a non-sectarian contemplative approach to teaching and learning. Teachers from all levels of instruction: pre-k through higher education, are welcome in this two-year, 36-credit degree program. The program schedule consists of two one-month summer sessions, online coursework during the two intervening school years and a concluding summer conference.

The Master of Arts in Contemplative Education 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, the program curriculum offers a path of personal nourishment and effective pedagogy. Students study a variety of spiritual approaches to teaching, learning, and human development.

A New Vision of Holistic Teacher Education

Teachers at all levels of instruction hunger for meaning and deeper spiritual dimensions in their teaching lives. Increasingly teachers understand the need for the re-introduction of reverence and sacredness into the classroom and the profession. Workshops and presentations on Spirituality in Education are ever-increasing and well attended at numerous education conferences. A body of literature in the field of spirituality in education is beginning to emerge. The veteran teachers who have trained in Naropa’s contemplative approach to teacher education over the last ten years have greatly benefited from our timeless, non-sectarian, approach to contemplative education. Deeply profound, yet quite practical, this program is at the forefront of spiritual holistic teacher education.

Summer Conferences

Each new year of the Master of Arts in Contemplative Education program is ushered in by a public Spirituality in Education conference at Naropa. Featuring noted leaders in this emerging field, the summer conference is an opportunity for M.A. students to learn from educators from around the world who represent a variety of perspectives in holistic and spiritual education. It also features the thesis presentations of graduating M.A. Contemplative Education students examining applications of contemplative education in their classroom experiences.

Summer Sessions

In the month-long summer sessions which form the core of the program, faculty, first and second-year students create a contemplative educational community within a carefully woven full-day schedule of study, practice, observation, and contemplation. 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 deepens students’ experience of contemplative education through Mantra Space Awareness, with its holistic, 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. Integrative and Thesis Seminars provide individualized instruction for joining contemplative studies with students’ daily teaching experience. The online courses in human spiritual development and approaches to spiritual education broaden the scope of the program to include diverse contemporary and historical sources.
CONCLUDING SESSION
The M.A. program concludes with the third summer conference during which graduating students present their theses which are drawn from their experiences of applying contemplative education in their own classrooms. After graduation, students have the option of sustaining their connection to each other and the faculty through continuing online seminars.

SUPPLEMENTAL ADMISSION REQUIREMENTS
In addition to the University's standard graduate application requirements, the Master of Arts in Contemplative Education strongly recommends that applicants have an established teaching background. Teaching experience at any instructional level, pre-K through higher education, is acceptable. A strong academic background in child or human development is very desirable.

While preference is given to employed, qualified or licensed teachers, enrollment is also open to those who do not have a current teaching position. Former teachers who are attracted to the program's practices and studies which foster a sustainable and meaningful return to the teaching profession are encouraged to apply. For applicants without a current teaching position, acceptance into the program is dependent on advance arrangement of appropriate internships.

Formal meditation, as well as a variety of mindfulness/awareness activities, is a central part of the program. Experience with mindfulness meditation is not required, but is recommended. The standard required statement of interest should reflect on one's meditation experience, if any, and its relevance to one's teaching and personal experience.

To support the high quality of the program, admission is limited to 15 students per year.

DEGREE REQUIREMENTS
The program is a two-year degree of 36 credits, 14 of which are offered as online courses. In addition to standard University requirements, all Master of Arts in Contemplative Education program courses must be taken sequentially. Because all the summer courses are intricately interwoven, students must take the entire summer curriculum as a whole. In extraordinary cases, courses may be taken out of sequence by permission of the department. Students who reside at great distances from Naropa University may apply to take the final summer conference online, if such travel presents a real hardship.

Since it is an integral part of the program students are required to maintain a regular mindfulness/awareness sitting meditation practice. Two hours a day during the summer sessions will be spent in meditation. Twenty minutes per day is required throughout the two-year program.

PROGRAM CURRICULUM

<table>
<thead>
<tr>
<th>Summer Session I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS510E</td>
<td>3</td>
</tr>
<tr>
<td>EDS515E</td>
<td>2</td>
</tr>
<tr>
<td>EDS520E</td>
<td>2</td>
</tr>
<tr>
<td>EDS525E</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Session I (Online)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS510E</td>
<td>2</td>
</tr>
<tr>
<td>EDS515E</td>
<td>2</td>
</tr>
<tr>
<td>EDS520E</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Session II (Online)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS510E</td>
<td>3</td>
</tr>
<tr>
<td>EDS515E</td>
<td>3</td>
</tr>
<tr>
<td>EDS520E</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Session I (Online)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS510E</td>
<td>3</td>
</tr>
<tr>
<td>EDS515E</td>
<td>3</td>
</tr>
<tr>
<td>EDS520E</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS510E</td>
<td>3</td>
</tr>
<tr>
<td>EDS515E</td>
<td>3</td>
</tr>
<tr>
<td>EDS520E</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Session II (Online)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS510E</td>
<td>3</td>
</tr>
<tr>
<td>EDS515E</td>
<td>3</td>
</tr>
<tr>
<td>EDS520E</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Session II (Online)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS510E</td>
<td>3</td>
</tr>
<tr>
<td>EDS515E</td>
<td>3</td>
</tr>
<tr>
<td>EDS520E</td>
<td>1.5</td>
</tr>
</tbody>
</table>

PROFESSIONAL ENRICHMENT PROGRAM
This option is for teachers, at any level, who wish to participate in the program but who already have an advanced degree. Non-degree students can take the Professional Enrichment program for credit or non-credit. They could do the conference, the summer session and continue as far along with the program as they wished.

ONLINE POST-GRADUATE SEMINAR
A key component for the sustainability of contemplative teaching rests in continuing to develop contemplative skills through a non-credit online postgraduate seminar. This strengthens the transition from Naropa to the outside world as continuations of the integration seminars, facilitating contemplative teaching in the classroom.
ENVIRONMENTAL LEADERSHIP

"When we listen to and follow our individual paths, then we naturally heal ourselves and the earth."
— Anne Z. Parker, Chair

The Naropa Environmental Leadership program features an integrated interdisciplinary curriculum that explores Living Systems Theory, Deep Ecology, Ecopsychology, Diverse Leadership models, Peace Making, American Indian and indigenous views of contemplative education. The program is grounded in the first principle of Ecology — that everything is interconnected — and encourages all inquiry from an eco-centric and living systems perspective. The approach to learning reflects a commitment to understanding the whole of things by emphasizing the union of science, spirit, and engagement. The result is a balance of the contemplative and analytical routes to understanding. Science is viewed as an important way of knowing that, in combination with other ways of knowing, can lead to profound insight and effective action.

RESOURCES
The High Plains and the Front Range of the Rocky Mountains, along with the deserts of the Southwest, provide an exceptionally rich natural laboratory for ecological study, and are the field resources of the Environmental Studies program. Including the grassland ecosystem of the prairie, the mountains, forests, and parks, the alpine tundra of the Continental Divide, and the Colorado plateau country, this area provides diverse opportunities for study, exploration, and wilderness experience. Regional human communities offer valuable opportunities for learning about the relationship between human and natural systems. In particular, we emphasize the environmental justice issues of native peoples from the United States High Plains and the nearby Southwest. In addition, the Boulder area is home to numerous environmental and educational organizations and consulting firms, providing opportunities for senior projects, internships, and opening career opportunities.

Hedgerow Farms (owned by Naropa University), a 20-acre farm 8 miles from the city, offers opportunities for learning firsthand about numerous aspects of sustainable communities, from bio-dynamic farming to restoration. With the goal of developing ecologically sustainable agriculture in a mosaic of ecosystems, the hands-on classes integrate contemplative ecology, and horticulture to foster a wide range of opportunities.

For an experience of Central American ecosystems and cultures, students may work with advisors and faculty to design an independent study project for their area of concentration. For an experience of Asian ecosystems and cultures, Naropa students may participate in the Study Abroad program. Through these approaches, students learn about the ecological and cultural components of sustainable societies and about the challenges of social and cultural change in other parts of the world. See Study Abroad Programs for more details.

PORTFOLIO
The Environmental Leadership Department has incorporated a portfolio process into the M.A. program. This simple yet effective format encourages students to create a document which reflects their unique learning journey at Naropa and which can play a role in presenting themselves to future employers. It also allows students to reflect on, articulate and deepen all that they have learned. Portfolios are submitted in the spring of the first year to E.L. Department advisors for review, and then prior to graduation as part of our graduation requirements.

M.A., ENVIRONMENTAL LEADERSHIP
The M.A. in Environmental Leadership joins the study of ecosystems and human systems with a path of personal and societal transformation. The Environmental Leadership department’s strengths in Living Systems Theory, Group Leadership and Contemplative Practice offer unique ways to unite science, spirit, and engagement. As planetary citizens, we are faced with difficult ethical choices requiring major changes in all realms of human experience—political, economic, spiritual, societal, and cultural. Choosing wisely demands a deepening of personal wisdom gained from the natural world, and the courage to confront issues on all levels. The natural world teaches that humans are not apart from their environments, suggesting that common usage of the word “environment” is misleading because it implies separateness. Such usage reinforces the illusion that “human” and “environmental” issues are separate. It is imperative that we surrender this illusion if we are to train wise, just, and compassionate leaders for the next millennium.
PROGRAM DESCRIPTION

The Master's degree in the Environmental Leadership program is meant to promote wise, just, and compassionate engagement of all kinds of environmental issues through a balanced, integrated curriculum that addresses multiple aspects of environmental problems. Creating healthy communities is understood to be an important factor in environmental restoration, as are issues of environmental justice. Students with diverse interests and backgrounds are accepted into the program, based on certain basic social and natural science prerequisites.

PRE-REQUISITES FOR ADMISSION TO THE M.A.

There are no specific course pre-requisites; however a background in Natural/Earth Sciences, Anthropology, and U.S. Government is strongly recommended. Students with an insufficient background will be asked to complete readings before entering the M.A., Environmental Leadership program. A supplemental application and in-person interview are required. Specific interview times are scheduled by the Department in April, so that students meet faculty and fellow students as a group.

The following courses may be taken on the Naropa campus through the B.A. College to provide a stronger background.

- NCES 235 Western Philosophical Tradition
- NCES 220 Cultural Anthropology
- NCX 222 Intro to Scientific Inquiry
- NCCH 273 History of Western Thought
- NAM 565 American Indian History & Contemporary Issues
- NAM 535 Understanding Indigenous Science
- ENV 555 American Indian Cultural Survival

The curriculum design is unique and maximizes outreach to esteemed faculty from the wider community. It is composed of core courses required of all program students, and an independent study component that is available as electives, practicum, or internships.

The core encourages balance between knowledge and wisdom, and carries the student through three stages. It is composed of eight core year-long (two-semester) courses. Two of these are team project courses involving extensive fieldwork (one each year).

Four Integrative Dialogue courses (four credits total) over two years are a key part of the required core, providing leadership experience in addition to important content. Each course focuses on one of four topics, and involves three evening seminars (offered by guest faculty especially experienced in the topic at hand), plus one retreat. Students in their second or more years participate in these courses with first year students, and play a key role in planning and implementing them. The four courses are divided into two pairs. [See course requirements and course descriptions for detail]. The two pairs will alternate years. Incoming students will begin with whatever pair is offered in the year they enter. The Fall course of each pair is a pre-requisite for the Spring course of each pair. It is strongly advised that the Spring course in a pair be taken in the Spring immediately after taking the Fall course in a pair. Courses ENV 560 and 570 offered each August are ten days long.

The independent component may be in any field or profession chosen by the student. It may be designed to be off or on campus. This component (which includes the thesis), allows students to tailor their degree to personal interests and needs.

The student may choose between a traditional M.A. thesis, or a project/action project. In either case, faculty guidance will be available throughout the research, project, and writing phases.

Upon graduation, the student will have an impressive portfolio composed of a volume of the Boulder Creek Watershed Atlas, a documented restoration project, research papers and creative essays, plus documented self-designed projects or practicum, and a thesis or project.

The program requires a total of 52 credit hours and may be taken in two, three, or four years.

Course Requirements Credits

Intensives:

- ENV 560 A Deepening of Wisdom I: 2
  Ecopsychology Training for Environmental Leaders (lab fee)
- ENV 570 A Deepening of Wisdom II: 2
  Ecopsychology Training for Environmental Leaders
  (lab fee)

Pair One:

- ENV 621 Integrative Dialogue I: 1
  Exploring Indigenous Models of Leadership
- ENV 631 Integrative Dialogue II 1
  Engaging Environmental Justice Issues

Pair Two:

- ENV 671 Integrative Dialogue III: Ecopsychology for Environmental Leaders 1
- ENV 681 Integrative Dialogue IV: 1
  Transformational Activism

Courses Credits

- ENV 690 Innerwork for Environmental Leaders I 2
- ENV 620 Human-Nature Contract I 2
- ENV 630 Transforming Systems I 2
- ENV 650 Innerwork for Environmental Leaders II 2
- ENV 670 Human-Nature Contract II 2
- ENV 680 Transforming Systems II 2
- ENV 720 The Art & Ethic of Leadership I 3
- ENV 770 The Art & Ethic of Leadership II 3
**Choice of one of these last 3 courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 550</td>
<td>Cultures, Globalization &amp; Environmental Peacemaking</td>
<td>3</td>
</tr>
<tr>
<td>ENV 563</td>
<td>Environmental Issues &amp; Indigenous People</td>
<td>3</td>
</tr>
<tr>
<td>ENV 545</td>
<td>Environment &amp; Political Process</td>
<td>3</td>
</tr>
</tbody>
</table>

**Team Project Field Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 604</td>
<td>Boulder Creek Watershed Atlas I</td>
<td>2</td>
</tr>
<tr>
<td>ENV 605</td>
<td>Boulder Creek Watershed Atlas II</td>
<td>2</td>
</tr>
<tr>
<td>ENV 730</td>
<td>Culture Nature Partnership I</td>
<td>2</td>
</tr>
<tr>
<td>ENV 780</td>
<td>Culture Nature Partnership II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Self-designed Component:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 860</td>
<td>Practicum or other Electives</td>
<td>12</td>
</tr>
<tr>
<td>ENV 880</td>
<td>Master's Thesis, or Paper/Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** |                                           | 52      |
GERONTOLOGY AND LONG-TERM CARE MANAGEMENT

"A human being would certainly not grow to be seventy or eighty years old if this longevity had no meaning for the species to which he belongs."

– Carl Jung, Modern Man in Search of a Soul

The goal of the Master of Arts in Gerontology and Long-Term Care Management is to engender compassionate care for elders by providing professional and contemplative education for managers or administrators of long-term care organizations. Long-term care involves a combination of personal care, health care, and social services to people disabled by chronic illness. Long-term care can be provided in many types of settings, including in-home care, adult day services, group homes, assisted living facilities, nursing homes, and continuing care retirement communities. The emphasis on contemplative education sets Naropa's M.A. program in long-term care management apart from other programs in the field. Contemplative education is concerned with each student's inner development as well as his or her mastery of the various areas of knowledge and skill required to be a leader in the field. Contemplative education integrates body, mind, and awareness of self and others as resources for understanding. This cultivation of deep insight, sensitivity, and the desire to serve enables students to perceive and care for the unique needs of others, including both clients and staff. By combining holistic contemplative education with basic knowledge and skills, the Master of Arts in Gerontology and Long-Term Care Management can empower students to lead long-term care organizations effectively in a period of rapid change.

The field of long-term care for older Americans is one of the fastest growing segments of our economy. Over the coming decades, the rapid growth of the older population needing long-term care will require a reallocation of resources, an enormous realignment of the workforce, and the development of many new organizations to provide long-term care in a wide variety of settings. This expansion will increase the demand for managers with a solid understanding of how to provide long-term care that is effective and compassionate for both clients and staff.

THE PROGRAM FOCUSES ON SIX AREAS:

1. Program Management - reflective approaches to general, financial, human resources, facilities, and operations management
2. Long-term Care Systems - long-term care modes and delivery systems, ethical and legal aspects of long-term care, and long-term care policy
3. Basic Gerontology - social aspects of aging, aging and health, and the psychology of aging
4. Contemplative Approaches - contemplative approaches to aging, contemplative team approaches to caregiving, death and loss, and working with elders in the creative process, including body movement
5. Experiential Learning - internship (1,000 hours), professional seminar, and contemplative practice
6. Integrative Learning - a Master's paper integrating substantive learning in long-term care and a final paper integrating the student's personal journey.

Alongside their course work and internship experiences, each student engages in a contemplative practice, such as meditation, yoga, Tai-chi Ch'uan, or Aikido, that encourages mental discipline and expanded awareness. The contemplative practice component of the program complements the academic and field experience components by enhancing the student's capacity to be self-aware and fully present.

EXPERIENCED PROGRAM FACULTY

Dr. Robert C. Atchley, past-president of the American Society on Aging and leading figure in gerontology, is chair of the program. The 16 faculty members in the program represent nationally known figures in gerontology, leaders in contemplative education and practice, and cutting-edge professional practitioners in the field of long-term care.
THE NAROPA ATMOSPHERE

Classes in the M.A. program in Gerontology and Long-term Care Management are small and the atmosphere open. Class dialogue is lively. Students get many opportunities to participate in project teams that involve responsibility and creativity, communication and accountability, and fun and hard work. Students are active learners, and class exercises focus on providing experience doing the kinds of tasks expected of leaders in long-term care programs.

Naropa University has developed a diverse array of internship sites that represent all of the types of organizations that currently provide long-term care.

Because the professional seminar is concurrent with the internship, internship sites are typically located in Boulder, the Denver metropolitan area, or the Fort Collins - Estes Park area. All these areas are within reasonable driving distance from Naropa.

The Naropa community has plentiful cultural opportunities and events that result from Naropa’s ties with leaders in various world wisdom traditions, the arts, environmental issues, and professional practice in psychology and in gerontology. For example, Rabbi Zalman Schachter-Shalomi, author of From Age-ing to Sage-ing and founder of the Spiritual Eldering Institute, is on the Naropa faculty in Religious Studies. These opportunities create a sense of energy and renewal as well as a sense of community that is rare for educational institutions. They reinforce the value placed on a broad definition of spirituality and contemplative practice. There is an important celebratory and uplifting quality to Naropa events.

Interaction among students is a vital part of the Naropa experience, and there are plentiful opportunities on campus for stimulating conversation. Naropa students come from an enormous richness of social and cultural backgrounds that provide a stimulating basis for discussing courses, field experiences, campus events, and life in general.

M.A. DEGREE REQUIREMENTS AND CURRICULUM

In order to earn the Master of Arts degree in Gerontology and Long-Term Care Management, the student is required to complete a total of 42 credit hours of course work that includes a 1000-hour, on-site internship and a Master’s paper. Admission to the internship requires faculty approval and acceptance by an internship site supervisor. Students who complete the program qualify to sit for licensure as a nursing home administrator in the State of Colorado.

The program is usually completed on a 20-month schedule, but it may also be done on a part-time schedule approved by an academic advisor.

---

20-Month Program Suggested Course Schedule

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1 Fall</strong></td>
<td></td>
</tr>
<tr>
<td>LTC 600 Contemplative Approaches to Aging</td>
<td>2</td>
</tr>
<tr>
<td>LTC 610 Concepts of Management</td>
<td>3</td>
</tr>
<tr>
<td>LTC 620 Long-Term Care Delivery Systems</td>
<td>2</td>
</tr>
<tr>
<td>LTC 630 Managerial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>PSY 748 Psychology of Aging</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>11</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>LTC 650 Contemplative Approaches to Elder Care</td>
<td>3</td>
</tr>
<tr>
<td>LTC 647 Social Aspects of Aging</td>
<td>2</td>
</tr>
<tr>
<td>LTC 680 Financial Aspects of LTC</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2-3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
</tr>
<tr>
<td>LTC 570 Working with Elders in the Creative Process</td>
<td>2</td>
</tr>
<tr>
<td>LTC 720 Facilities Management</td>
<td>1.5</td>
</tr>
<tr>
<td>LTC 850 Internship</td>
<td>3</td>
</tr>
<tr>
<td>LTC 800 Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>6.5</td>
</tr>
<tr>
<td><strong>Year 2 Fall</strong></td>
<td></td>
</tr>
<tr>
<td>LTC 640 Aging and Health</td>
<td>2</td>
</tr>
<tr>
<td>LTC 670 Long-Term Care Policy</td>
<td>2</td>
</tr>
<tr>
<td>LTC 740 Human Resources Management</td>
<td>2</td>
</tr>
<tr>
<td>LTC 750 Legal and Ethical Environments of LTC</td>
<td>2</td>
</tr>
<tr>
<td>LTC 800 Professional Seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>LTC 850 Internship</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>11.5</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>LTC 580 Death and Loss</td>
<td>2</td>
</tr>
<tr>
<td>LTC 880 Master's Paper</td>
<td>1</td>
</tr>
<tr>
<td>LTC 850 Internship</td>
<td>3</td>
</tr>
<tr>
<td>Contemplative Elective</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

*Note: Additional elective credits are optional. Graduate students must have a minimum of 6 credits each semester to be eligible for financial aid; 9 credits is considered full-time status.*

CERTIFICATE AND EMPHASIS PROGRAMS IN GERONTOLOGY AND LONG-TERM CARE MANAGEMENT

A number of long-term care practitioners have Master’s degrees, but still feel the need to expand their expertise in gerontology and/or long-term care and explore the contemplative approach to caregiving and management. We welcome those out in the field who would be enriched by our two certificate programs: Gerontology and Long-Term Care and Long-term Care Management.
Both programs are comprised of courses that are currently offered as part of our M.A. program. We are also adding a new 2-credit field placement course that would enable supervised experience in settings where long-term care services are provided.

**Graduate Certificate in Gerontology and Long-Term Care:** This 16-credit certificate would require courses about contemplative approaches to long-term care services and courses about the structure and operation of the systems that provide long-term care. This certificate would be useful for nurses, social workers, and other professionals in the direct service side of long-term care.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTC 600 Contemplative Approaches to Aging</td>
<td>2</td>
</tr>
<tr>
<td>LTC 610 Concepts of Management</td>
<td>3</td>
</tr>
<tr>
<td>LTC 620 Long-Term Care Delivery Systems</td>
<td>2</td>
</tr>
<tr>
<td>LTC 640 Aging and Health</td>
<td>2</td>
</tr>
<tr>
<td>LTC 650 Contemplative Approaches to Elder Care</td>
<td>3</td>
</tr>
<tr>
<td>LTC 670 Long-Term Care Policy</td>
<td>2</td>
</tr>
<tr>
<td>LTC 805 Graduate Field Placement in Long-Term Care</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

**Graduate Certificate in Long-Term Care Management:** This 15-credit certificate would require courses in business aspects of long-term care management and courses about the structure and operation of the systems that provide long-term care. This certificate would be useful for professionals who wish to assume management responsibilities in long-term care service programs.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTC 610 Concepts of Management</td>
<td>3</td>
</tr>
<tr>
<td>LTC 630 Managerial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>LTC 670 Long-Term Care Policy</td>
<td>2</td>
</tr>
<tr>
<td>LTC 680 Financial Aspects of Long-Term Care</td>
<td>2</td>
</tr>
<tr>
<td>LTC 740 Human Resources Management</td>
<td>2</td>
</tr>
<tr>
<td>LTC 805 Graduate Field Placement in Long-Term Care</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

For students in graduate programs at Naropa, we offer an Emphasis in Contemplative Management for the Human Services.

**Emphasis in Contemplative Management for the Human Services:** This 9-credit emphasis is designed for students who are already enrolled in Naropa graduate programs and who wish to receive training in program management. This concentration would be useful for students in psychology, environmental studies, and engaged Buddhism. Course assignments would be modified to deal with relevant organizational environments.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTC 610 Concepts of Management</td>
<td>3</td>
</tr>
<tr>
<td>LTC 630 Managerial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>LTC 680 Financial Aspects of Long-Term Care</td>
<td>2</td>
</tr>
<tr>
<td>LTC 740 Human Resources Management</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9</td>
</tr>
</tbody>
</table>
M.A. PSYCHOLOGY: CONTEMPLATIVE PSYCHOTHERAPY

"Buddhist psychology is based on the notion that human beings are fundamentally good. Their most basic qualities are positive ones: openness, intelligence and warmth."
— Chogyam Trungpa, Rinpoche

CLINICAL TRAINING ROOTED IN BUDDHIST TEACHINGS

The Master of Arts in Psychology, Contemplative Psychotherapy is designed for students who are inspired to work in the clinical setting and who are ready for the challenging personal work that can prepare them to be fully present and available to their clients. Many students recognize in the program the opportunity to join their personal values with their livelihood. Our graduates are prepared for the Licensed Professional Counselor (LPC) credential.

Contemplative Psychotherapy may be said to have two parents: (1) the wisdom traditions of Buddhism and Shambhala and (2) the clinical traditions of Western Psychology, especially the humanistic school. Like all offspring, it has much in common with both of its parents and yet is uniquely itself. From Buddhism and Shambhala comes the sitting practice of mindfulness/awareness meditation, together with a highly sophisticated understanding of the functioning of the mind in sanity and in confusion. From Western Psychology comes the investigation of the stages of human development, a precise language for discussing mental disturbance and the intimate method of working with others known as “psychotherapy.”

Coursework in the program combines intellectual and experiential components.

The M.A. in Psychology: Contemplative Psychotherapy is a three-year full-time program. Students travel through the program together as a class, following a specific sequence of classes. While many students find the time to work while they are in the program, it is best if one can also have “free time” to integrate all that arises as one progresses through the training. Many psychotherapists have identified the ability to truly “be with” another as the most important gift a psychotherapist has to offer to a client in psychological pain. This ability to be with others comes from being able to be with oneself no matter what state of mind one may be experiencing: vivid emotions, confusing thoughts, quiet peacefulness.

The training of the Contemplative Psychotherapist begins with providing opportunities for students to become intimately familiar with both sanity and confusion in their own experiences. Through the practice of sitting meditation, group process, the Maitri Program, and through formal study of the mind in sanity and disturbance, students become more at home with the varieties of psychological experience. In the first year students spend one month at Maitri. (See more below about the Maitri program.)

This increasing ability to be with oneself and others provides the ground for entering into genuine relationships with therapy clients. In the second year, students practice and study both individual and group psychotherapy skills and understandings. Early in the spring semester students submit their applications to go onto the nine-month internship. Interviews for field placements begin in March and may continue after the second month-long Maitri (usually held in April).

The focus of the third year is the nine-month internship which provides the opportunity for students to practice clinical work in specialized areas. Along with the internship students participate in small group clinical tutorials with the clinical faculty. The first Maitri program is held during Spring Break of the third year. The culmination of the internship is the writing of the Master’s Paper. Students choose areas which interest them and explore both contemplative and other contemporary approaches to their topics, using clinical material from the internship to illustrate their ideas. Students present what they have learned during their journey in the Contemplative Psychotherapy program to fellow students and members of the faculty during the Master’s Paper weekend. This is generally a celebratory occasion which marks the students’ entering the psychotherapeutic field as the colleagues of the clinical faculty. Students who complete their required field placement hours by the spring due date for grades graduate in May. Otherwise, students’ diplomas may be dated with the August graduation date.
Upon completion of the program, graduates have been trained to foster health in themselves and in their clients. Graduates are qualified to work as counselors and psychotherapists in a wide variety of settings such as community mental health centers, residential treatment facilities, and social service agencies. If all has gone well, they will have developed confidence in themselves and in their clinical abilities and be ready to make a meaningful contribution to the well being of others.

The M.A. Psychology: Contemplative Psychotherapy Program has been in existence for more than twenty-five years and graduates have been successful in securing professional positions in the field. Although the approach is unconventional, the graduates of this program are highly regarded by conventionally trained professionals.

HALLMARKS OF THE CONTEMPLATIVE PSYCHOTHERAPY TRAINING PROGRAM

1. “Brilliant Sanity”
   The root teaching of the program is the notion of “brilliant sanity.” This means that we all have within us a natural dignity and wisdom. Our basic nature is characterized by clarity, openness, and compassion. This wisdom may be temporarily covered over, but nonetheless, it is there and can be cultivated. Practitioners of contemplative psychotherapy become expert at recognizing sanity within even the most confused and distorted states of mind, and are trained to nurture this sanity in themselves and in their clients.

2. Contemplative Practice
   Because the ground of working with others is familiarity with one’s own experience, the program emphasizes meditation practice and body-mind awareness disciplines. Students are required to practice mindfulness/awareness sitting meditation as presented in the program, and are also encouraged to engage in body awareness practices such as T’ai Chi Ch’uan, Yoga, Aikido, and other body-mind synchronization practices. There are periods of intensive sitting in the middle of each semester for all students. Students are required to participate, spending a certain number of hours at each meditation intensive. Prospective students often ask if we expect them to be or become Buddhist. Actually, few of our students are Buddhist, and many different traditions are represented by those who are. Our community is composed of students from many spiritual traditions, as well as by those who feel no special connection with any tradition.

3. Community
   Going through the program together with classmates provides students the opportunity to develop their interpersonal skills, to help identify their own issues, and to offer and receive support and encouragement. Being a member of a large group requires students to relate on an ongoing basis with the same people for nearly three years. This can be delightful: students find that they can relax and be accepted for who they truly are. It can also be very irritating: those same people are there again and again—and they know so much about us!

4. The Maitri Programs
   Throughout the three-year program, students spend a total of about ten weeks living together as a learning community. Held in a scenic setting away from Boulder, the Maitri Programs include intensive sitting and walking meditation, the introduction of tonglen practice (a Mahayana meditation designed to cultivate a compassionate heart), study, and the Maitri Space Awareness practice. Space Awareness practice is done in each of five rooms. Each differently colored room tends to intensify different emotional and psychological states in both their “wisdom” aspects and confused aspects. By doing Maitri Space Awareness practice in the context of both personal awareness meditation and also of community, students recognize their own patterns, become friendly toward themselves in different states of mind, and develop genuine humor and compassion toward themselves and others. This often leads to relaxation and fearlessness when working with others. Students spend approximately one month at Maitri in the first and second years, and about one week at Maitri in the spring of the third year. Students are required to supply their own meditation cushions for Maitri.

5. Clinical Tutorial Groups
   During the internship year, students participate weekly in small tutorial groups of three students and two clinical faculty members. Using a specially designed contemplative practice called “body/speech/mind” students develop the ability to fearlessly and gently touch another’s pain. When combined with ongoing meditation practice, this style of presentation cultivates compassion and the ability to be present with others in genuine relationship.

6. Emphasis on Uniqueness of Each Student-Therapist
   Emphasis is on each participating student finding his/her own unique resources and style. Paradoxically, this is achieved by everyone following the same course of study. Within the context of community and meditation practice, students discover who they most fundamentally are, and are encouraged to develop “maitri,” or unconditional friendliness toward themselves. Our graduates have been recognized for their self-confidence and for their ability to be with clients without demanding that their clients change to meet their therapists’ private needs and agendas.

PREPARATION FOR CLINICAL WORK: LICENSING AND INTERNSHIP

In addition to its unique features, the program prepares the student to meet the demands of the professional world. Our graduates are prepared for the Licensed Professional Counselor (L.P.C.) credential. Upon successful completion of the program, students will have met all academic requirements to be allowed to sit for the L.P.C. examination in the state of Colorado.
Because the program is directed toward careers in the clinical professions, the nine-month supervised internship, which begins in the third year of study, is a vital part of the program. Interviews for these clinical field placements are coordinated by the department. Field placements provide students with an opportunity to experience work in an area of specialization such as child and family work, crisis intervention, outpatient or inpatient care, and alcohol and drug abuse counseling. Students should plan to be available to complete internship interviews in Boulder following the Maitri program in the second year. Following is a list of Boulder-Denver agencies that have participated in the field placement program. Our internship coordinators continue to evaluate existing placements and add new ones each year.

- Addictions Recovery Center
- Alternative Homes for Youth
- Arapahoe Mental Health Center
- Avista Hospice
- Boulder County Department of Social Services: Child Protection Team
- Boulder County Mental Health Center: Adult Treatment Team Child, Adolescent and Family Services Community Support Services Team
- Outpatient Drug Team
- Emergency Psychiatric Services
- Longmont Team
- Sexual Abuse Team
- Boulder County Safehouse
- Colorado AIDS Project
- Contemplative Team Model Internship
- The Counseling Center
- Eagle Lodge Inc.
- The Gathering Place
- Health Department of Boulder County: Inpatient Detox Facility
- Outpatient Substance Abuse Program
- Intensive Teen Outpatient Program
- Prevention & Intervention Program
- Jefferson County Mental Health Center
- The Mental Health Corporation of Denver
- Pastoral Care Services
- Porter Care Hospital
- Qualife
- University of Colorado: Multicultural Counseling Center
- Employee Assistance Program
- Veteran's Center

**REQUIREMENTS IN M.A., PSYCHOLOGY: CONTEMPLATIVE PSYCHOThERAPY DEGREE**

The M.A. In Psychology: Contemplative Psychotherapy is designed as a three-year, full-time program, which may be begun only in the Fall. Students are required to purchase their own source book and reference materials for each class.

### FIRST YEAR:

#### Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 608 Introduction to Buddhist Psychology: Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 609 Group Process I</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 618 Child Development: Contemplative View</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 718 Community and Organizations</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 778 Transitions, Lifestyles and Career Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>12.0</strong></td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 605 Large Group Process I</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYC 619 Group Process II</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 628 Evolutions of Central Concepts: Western Psych</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 658 Buddhist Psychology: Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 668 Family Process</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 678 Psychopathology I: Sanity and Neurosis</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 689 Maitri Program I</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 642 Diversity Awareness weekend</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### SECOND YEAR

#### Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 625 Large Group Process II</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYC 629 Group Process III</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 659 Meditation Practicum III</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYC 728 Therapeutic Relationships I</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 738 Psychopathology II: Psychosis</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 748 Psychology of Aging</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 798 Theory and Practice of Group Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 742 Diversity Awareness weekend</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>10.5</strong></td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 708 Contemplative Psychotherapy Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 679 Meditation Practicum IV</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYC 639 Group Process IV</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYC 758 Therapeutic Relationships II</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 700 Research and Statistics</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 789 Maitri Program II</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 842 Diversity Awareness weekend</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>9.5</strong></td>
</tr>
</tbody>
</table>

### THIRD YEAR

#### Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 719 Group Process V</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 709 Meditation Practicum V</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYC 788 Therapeutic Relationships III</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 808 Field Placement I</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 818 Clinical Tutorial I</td>
<td>2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>9.5</strong></td>
</tr>
</tbody>
</table>
Spring Semester
PSYC 729  Group Process VI  1
PSYC 739  Meditation Practicum VI  0.5
PSYC 858  Field Placement II  4
PSYC 868  Clinical Tutorial II  2
PSYC 888  Master's Paper Seminar  1.5
PSYC 889  Matri Program III  0.5
SUBTOTAL  9.5
TOTAL CREDITS  63.0

Other Requirements
1. Meditation Practice

Students participating in the Contemplative Psychotherapy program are required to maintain a regular, ongoing mindfulness/awareness sitting meditation practice. Throughout the entire program, students are expected to practice a minimum of five hours per week. During the second and third years, students are expected to add one three-hour "nyinthun" block of sitting meditation practice sessions each month. There are periods of intensive sitting in the middle of each semester for all students. Fulfillment of the practice requirements is determined by meditation instructors, with whom students meet on a regular basis throughout the program. This determination is based on students' relationship with practice and not simply "hours sat." Students with another meditative discipline are encouraged to continue it. However, they must also meet the above minimum hours and special sessions of the specific mindfulness/awareness sitting meditation practice taught in this program. This practice provides a common ground for the M.A. Contemplative Psychotherapy community.

2. Writing Proficiency Requirement

During orientation week, all entering students take the Writing Proficiency Exam (W.P.E.). A student must pass the Writing Proficiency Exam before being accepted to go onto internship.

Group Process

Students participate in group process groups throughout their tenure in the program. These groups support the students' journeys and provide a place to examine and explore some of the issues and feelings which arise during the training. Students are required to pay a lab fee.

JOURNAL OF CONTEMPLATIVE PSYCHOTHERAPY

The Contemplative Psychology department has published a journal exploring approaches to Contemplative Psychotherapy. The first three volumes of the Journal, 1979-1985, appeared as The Naropa Institute Journal of Psychology. In 1987 the journal broadened its scope and changed its name to The Journal of Contemplative Psychotherapy. It has included articles by such well-known psychologists as Maxwell Jones, R.D. Laing, Oliver Sacks, and Edward Podvo, and by Tibetan Buddhist scholars and meditation master, Chogyam Trungpa, Rinpoche. Volume IX is the most recent edition.

FRIENDSHIP HOUSE

Now in its twelfth year, Friendship House is a group treatment home for indigent mentally ill people. This project resulted from collaboration between Naropa University, the Mental Health Center of Boulder County, and the Haven Habitat Foundation for the development of shelter resources. It is an outgrowth within the public sector of a private treatment facility founded by University psychology graduates and faculty for treating highly disturbed people in home-like environments (Matri Psychological Services, Inc.). Friendship House applies many of the principles of contemplative psychotherapy to environmental treatment. The treatment approach was designed by senior faculty of the department, and, today, many of the staff are Naropa graduates. This project is an important research opportunity to develop innovative approaches to mental disturbance. A number of students choose to work as volunteers at Friendship House each year, and third-year students may apply to do their internships there.

CONTEMPLATIVE PSYCHOTHERAPY INTENSIVE TRAINING FOR MENTAL HEALTH PROFESSIONALS

Some years in June, the department offers a weeklong training session for health professionals. This program provides the opportunity to participate in many aspects of the contemplative psychotherapy program including: sitting meditation, matri room practice, community-making, creative expression, and body/speech/mind presentations. This program has carried 56 continuing education credits for nurses, physicians, and social workers in cooperation with the Boulder County Mental Health Center.
SOMATIC PSYCHOLOGY DEPARTMENT

"How we move through life is who we are. We move with purpose and we are moved by other purposes. Our health and wholeness dwell in this dancing with life's interests."

Christine Caldwell, Chair

M.A., SOMATIC PSYCHOLOGY: DANCE/MOVEMENT THERAPY

M.A., SOMATIC PSYCHOLOGY: BODY PSYCHOTHERAPY

The Somatic Psychology Department offers two unique programs designed to train students in the clinical practice of movement-oriented, body-centered psychotherapy. Students choose between one of two possible 60-credit degrees: Dance/Movement Therapy or Body Psychotherapy. Both degrees offer extensive study, training and supervision in practices of psychotherapy that address the sensory and expressive life of the physical body. The program's philosophy bases itself on the belief that direct and unconditional experiencing of the present moment is itself the process of health. A vital and basic way to experience directly is by fully occupying our bodies and in recognizing that movement is the law of life. Where there is conscious movement there can be health. The activity of therapy, then, involves removing learned obstructions to our full-bodied participation, cultivating our ability to fully dance with the moment. Our focus is on developing and growing the health in individuals rather than focusing on pathology. The M.A. programs integrate elements of Eastern and Western thought, employ both traditional and modern methodologies, and provide therapeutic training based on contemplative awareness. The Dance/Movement Therapy program is designed in accordance with the training guidelines of The American Dance Therapy Association (ADTA), and has been an ADTA-approved program since 1987. The department attempts to meet the educational requirements for the National Board for Certified Counselors. These requirements form the basis for many states licensure in professional counseling. All prospective students should research the licensure requirements for the state(s) in which they plan to practice. The department will work with each student to ensure that individual state requirements are met.

Students in both degree programs take a series of core curriculum classes together that are body-based and movement-oriented. Each program also has several specialization classes in its own discipline. The core curriculum incorporates five areas of study during the five semester full-time program. Part-time study is also available. The recommended completion time for both degree programs is three years.

The first area of core curriculum study imparts the theory and practice of movement-oriented dance therapy and body-centered psychotherapy. The theoretical portion focuses on the work of dance therapists, psychotherapists, and body-workers who have contributed to our understanding of how the body lives, heals and transforms. The skills portion of this concentration focuses on awareness training, embodied responsiveness, intuitive and empathic relating, and active guidance through body-oriented movement intervention in the therapeutic encounter.

The second area is a sequence of topics in general psychological theory and practice. Courses focus on developing ways of relating to the world that facilitate a student's self-awareness, provide a basis for working with others, and teach the student both traditional and non-traditional psychological theories and skills.

The third area encompasses the observation, description and diagnosis of movement, beginning with self-evaluation and moving toward observation of others. This area of study trains the student's senses in the discernment of movement patterns and impulses.

The fourth area of study comprises the practice of awareness disciplines through contemplative practice. Courses are designed to develop personal clarity and self-acceptance, allowing students to practice their compassion and discipline in therapeutic settings.

Finally, the fifth area is clinical practice through fieldwork and internship. Students complete a 200-hour fieldwork placement (100 hours of which can be completed before program entrance) and a 700-hour clinical internship. This requirement involves seventy hours of both group and individual clinical mentorship by a registered dance therapist or body-centered psychotherapist.
## FIVE SEMESTER PLAN FOR THE M.A. DEGREE IN SOMATIC PSYCHOLOGY: DANCE/MOVEMENT THERAPY

<table>
<thead>
<tr>
<th>Fall 1st Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 657 Theories of Somatic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 606 Somatic Counseling Skills I</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 616 Foundations of Dance/Movement Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 682 Bodymind Development</td>
<td>3</td>
</tr>
<tr>
<td>Elective - sitting</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 617 Group Process I</td>
<td>0</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

### Spring 1st Year
- PSYS 656 Somatic Counseling Skills II 2
- PSYS 687 Clinical Orientation 2
- PSYS 726 Movement Observation and Assessment 3
- PSYS 637 Somatic Psychodynamics 2
- PSYS 683 Group Skills in Dance/Movement Therapy 3
- PSYS 717 Group Process II 0
- Elective 2
- **SUBTOTAL** 14

### Fall 2nd Year
- PSYS 716 Family System Skills 2
- PSYS 607 Clinical Process: Somatic Psychopathology 3
- PSYS 736 Methods of Psychotherapy 2
- PSYS 826 Dance Therapy Internship Seminar I A 2
- PSYS 816 Dance Therapy Internship Placement I A 2
- PSYS 700 Research and Statistics 2
- PSYS 706 Creative Arts Therapies 2
- PSYS 667 Group Process III 0
- **SUBTOTAL** 15

### Spring 2nd Year
- PSYS 756 Moving Through Birth and Death 2
- PSYS 647 Relationship, Sexuality and Couples Therapy 2
- PSYS 876 Dance Therapy Internship Seminar II A 2
- PSYS 866 Dance Therapy Internship Placement II A 2
- PSYS 778 Lifestyles and Career Development 2
- PSYS 836 Thesis Seminar I 0.5
- PSYS 767 Group Process IV 0
- **SUBTOTAL** 10.5

### Fall 3rd Year
- PSYS 856 Professional Preparedness 2
- PSYS 707 Multicultural Issues 2
- PSYS 837 Thesis Seminar II 0.5
- General Electives 3
- **SUBTOTAL** 7.5

**TOTAL MINIMUM NUMBER OF CREDITS REQUIRED FOR GRADUATION: 60.0**

In order to complete the program in five semesters, the student will need to concurrently write their thesis and complete their clinical placement hours within the five semesters and over summer breaks. If the student has not finished Thesis and Clinical Practicum after completing the required coursework, the student must be enrolled in PSYS 881, Extended Thesis, until graduation.

### Recommended Electives
- PSYS 646 Meditation and Psychotherapy 2cr (fulfills sitting meditation requirement)
- PSYS 676 Dreamwork in Somatic Psychotherapy 2cr
- PSYS 516 Contemplative Mountaineering 1cr (fulfills one credit of moving practice requirement)
- PSYS 505 Authentic Movement 2cr (fulfills two credits of moving practice requirement)
- PSYS 557 Somatic Dance 2cr

## FIVE SEMESTER PLAN FOR THE M.A. DEGREE IN SOMATIC PSYCHOLOGY: BODY PSYCHOTHERAPY

<table>
<thead>
<tr>
<th>Fall 1st Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 657 Theories of Somatic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 606 Somatic Counseling Skills I</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 626 Foundations of Body Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 682 Bodymind Development</td>
<td>3</td>
</tr>
<tr>
<td>Elective - sitting</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 617 Group Process I</td>
<td>0</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

### Spring 1st Year
- PSYS 656 Somatic Counseling Skills II 2
- PSYS 687 Clinical Orientation 2
- PSYS 621 Bodymind Observation and Assessment 3
- PSYS 685 Group Therapeutic Skills In Body Psychotherapy 3
- PSYS 637 Somatic Psychodynamics 2
- Elective 2
- PSYS 717 Group Process II 0
- **SUBTOTAL** 14

### Fall 2nd Year
- PSYS 716 Family System Skills 2
- PSYS 607 Clinical Process: Somatic Psychopathology 3
- PSYS 826 Internship Seminar I B 2
- PSYS 816 Internship Placement I B 2
- PSYS 700 Research and Statistics 2
- PSYS 702 Somatic Developmental Psychotherapy OR Trauma In the Body 2
- PSYS 736 Methods of Psychotherapy 2
- PSYS 667 Group Process III 0
- **SUBTOTAL** 15

### Spring 2nd Year
- PSYS 756 Moving Through Birth and Death 2
- PSYS 778 Lifestyles and Career Development 2
- PSYS 647 Relationship, Sexuality and Couples Therapy 2
- PSYS 876 Internship Seminar II B 2
- PSYS 866 Internship Placement II B 2
- PSYS 836 Thesis Seminar I .5
- PSYS 767 Group Process IV 0
- **SUBTOTAL** 10.5
### Fall 3rd Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 856 Professional Preparedness</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 707 Multicultural Issues</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 837 Thesis Seminar II</td>
<td>.5</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>7.5</strong></td>
</tr>
</tbody>
</table>

### TOTAL MINIMUM NUMBER OF CREDITS REQUIRED FOR GRADUATION: 60.0

In order to complete the program in five semesters, the student will need to concurrently write their thesis and complete their clinical placement hours within the five semesters and over summer breaks. If the student has not finished Thesis and Clinical Practicum after completing the required course work, the student must be enrolled in PSYS881, Extended Thesis, until graduation.

### Recommended Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 646 Meditation and Psychotherapy</td>
<td>2cr</td>
</tr>
<tr>
<td>(fulfills sitting meditation requirement)</td>
<td></td>
</tr>
<tr>
<td>PSYS 676 Dreamwork in Somatic Psychotherapy</td>
<td>2cr</td>
</tr>
<tr>
<td>PSYS 516 Contemplative Mountaineering</td>
<td>1cr</td>
</tr>
<tr>
<td>(fulfills one credit of moving practice requirement)</td>
<td></td>
</tr>
<tr>
<td>PSYS 505 Authentic Movement</td>
<td>2cr</td>
</tr>
<tr>
<td>(fulfills two credits of moving practice requirement)</td>
<td></td>
</tr>
<tr>
<td>PSYS 557 Somatic Dance</td>
<td>2cr</td>
</tr>
</tbody>
</table>

Prerequisite Coursework for all Dance/Movement Therapy and Body Psychotherapy Students: Anatomy, Kinesiology, Introduction to Psychology, and Abnormal Psychology. Each class must be to 3 credit hours (45 contact hours); contact the Somatic Psychology Department for details.

Students are encouraged to sit for three hours per week throughout their programs and work with a meditation instructor during this entire time.

The Group Process course is a non-credit, 1-1/2 hour weekly meeting of the program students. It is required for the first two years of the program. All entering students have the same group process leader, and all efforts are made to stay with the same leader for the two years. The Group Process class is an experiential group dynamics and leadership class. It is also a time for students to develop their relationships with each other and find support for their experience and journey at Naropa. This class is not therapy nor is it a substitute for personal therapy. For this reason, all departmental students are encouraged to be in private therapy during their studies with us. The cost of the Group Process Class is in addition to the listed tuition costs.

All students pay a lab fee in addition to tuition costs for PSYS 816 and PSYS 866 to defray some of the costs of individual clinical mentorship for the internship requirement.

For both degrees, students are required to complete a major culminating thesis or project. The thesis or project must be highly professional and a contribution to the field of study. A thesis is a written document, while a project can be in other media (such as video), field research, or public program design and implementation. The thesis/project must be submitted and approved in order to graduate.

### SOMATIC PSYCHOLOGY CERTIFICATE PROGRAM

The certificate is designed to respond to community requests for training in Somatic Psychology for mental health professionals who already have, or are in the process of receiving, appropriate graduate-level professional training. This residential certificate program trains students in the fundamental theories and techniques of Somatic Psychology. Certificate students will attend selected courses that are part of the curriculum for the M.A. degree in Body Psychotherapy. The certificate can be completed in two, three, or four semesters.

Applicants for the certificate program must have completed, or be concurrently enrolled in a program leading to, an appropriate professional master or doctoral degree from an accredited college or Institute in clinical psychology, psychotherapy, counseling, social work, or the equivalent. Completion of the degree is a prerequisite for receiving the certificate.

### Certificate Requirements: Students must complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 656 Somatic Counseling Skills (Fall)</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 625 Foundations of Body Psychotherapy (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 637 Somatic Psychodynamics (Spring)</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 685 Group Therapeutic Skills in Body Psychotherapy (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 621 Bodymind Observation and Assessment (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 646 Meditation and Psychotherapy (Fall)</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 657 Theories of Somatic Psychology (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 657 Somatic Counseling Skills II (Spring)</td>
<td>2</td>
</tr>
<tr>
<td><strong>AND EITHER</strong></td>
<td></td>
</tr>
<tr>
<td>PSYS 676 Dreamwork in Somatic Psychotherapy (Spring)</td>
<td>2</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>PSYS 647 Relationship, Sexuality and Couples Therapy (Spring)</td>
<td>2</td>
</tr>
<tr>
<td><strong>AND EITHER</strong></td>
<td></td>
</tr>
<tr>
<td>PSYS 702 Somatic Developmental Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>PSYS 722 Trauma In the Body Electives</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 816 Internship Placement I B (Fall)</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
M.A., TRANSPERSONAL COUNSELING PSYCHOLOGY

"Transpersonal Psychology builds on other psychological disciplines, but embraces human spirituality. It is more comprehensive and to that extent more truthful."
– Ken Wilber, leading Transpersonal Theorist and noted writer

Transpersonal Psychology stands for the study and cultivation of optimal mental health, and it calls for the inclusion of spirituality in psychology as the foundation for full human development. The Master of Arts program in Transpersonal Counseling Psychology offers training in transpersonal psychotherapeutic work with individuals and groups.

The Transpersonal Counseling Psychology program provides the means for counselors to recognize and work with a broad range of human experiences. In a setting of collaborative inquiry, students engage in a process that emphasizes the development of intellectual, emotional, social, and spiritual awareness. The program's process features mindfulness practice as a foundation for training students. Its context focuses on the underlying orientation, understanding, and development of the counselor. To this end, the program seeks to support students' own development and to open new possibilities for their personal journeys and professional competence. The faculty provide diverse perspectives which allow students to formulate their own point of view. The program prepares students for the Licensed Professional Counselor (LPC) Examination and qualifies them to work in agencies or private practice.

We expect students to maintain a contemplative practice while enrolled in the program. Examples of Transpersonal/Contemplative courses are:

- PSYT 521 Touching the Moment: Mindfulness Retreat
- PSYT 575 Taming the Wild Horse: Working with Emotions Through Meditation Practice
- PSYT 670 Transpersonal Psychology
- PSYT 621 Psychology of Meditation I: Mindfulness Training
- PSYT 671 Psychology of Meditation II: Applications to Counseling
- PSYT 720 Meditation Practice II: Cultivating Awareness
- PSYT 770 Meditation Practice III: Developing Compassion

Body Awareness electives include Tai-chi Ch'uan, Yoga, Aikido, Kyudo, Contemplative Dance and Embodying Process.

2. Theoretical/Experiential Courses offer various views of psychological development, psychotherapy, and healing. Examples of theoretical courses are:

- PSYT 610 Human Development
- PSYT 680 Group Dynamics & Leadership
- PSYT 710 Family Systems
- PSYT 660 Clinical Assessment
- PSYT 700 Research & Statistics
- PSYT 714 Multicultural Issues in Therapy

3. Clinical Training Courses include participation in group process and skills courses which emphasize the student's personal and professional development. The clinical training courses are:

- PSYT 611 Counseling Relationship I: Techniques & Practice
- PSYT 661 Counseling Relationship II: Lifestyles & Career
- PSYT 810 Professional Seminar & Ethics I
- PSYT 860 Professional Seminar & Ethics II

This program is designed for the mature learner, and full-time study demands complete attention to coursework that involves both academic rigor and personal development. Working students and active parents of young children are advised to attend part-time. Due to the training nature of the curriculum, we cannot guarantee that the program will necessarily be completed in the time planned by each student. The majority of our students complete the program in three years.

COURSE OFFERINGS

1. Transpersonal/Contemplative Courses include surveying the interplay between psychology and spiritual paths, training in moment-to-moment awareness, the development of compassion, and introduction to various body awareness disciplines.
4. Counseling Experiential requires the student to participate in a counseling relationship with a qualified psychotherapist of his or her choice. This component emphasizes the importance of self-reflection and firsthand experience in individual therapy. Counseling Experiential requires documentation of 30 one-hour sessions of individual psychotherapy with the same qualified and approved practitioner.

5. The Internship in a community agency prepares the student for later professional contribution.

The M.A. program in Transpersonal Counseling psychology is directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a vital part of the program. Clinical field placements are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision and classroom seminars provide support and opportunities for self-examination. A written final paper, including case studies, is required to demonstrate the integration of foundation studies with the internship experience. The actual length of the internship may vary between 9 and 12 months.

A list of some of the Boulder-Denver area agencies which have participated in the field placement program include:

- Boulder Alcohol Education & Psychological Services Center
- Boulder County Health Department
- Boulder County Safehouse
- Boulder County Social Services
- Boulder College of Massage Therapy
- Boulder Veteran Center
- Colorado AIDS Project
- Counseling Center
- Hospice of Metro Denver
- Human Services, Inc.
- Karlis Family Center
- Maria Droste Services of Colorado, Inc.
- Mental Health Center of Boulder County
- University of Colorado Counseling & Career Services

Agencies currently participating in the Field Placement program for the Art Therapy concentration include:

- Alcohol Recovery Center of Boulder
- Alternatives to Family Violence
- Boulder County Safe House
- Center for Creative Arts Therapy
- Correctional Management Institute
- Denver Children's Home
- Gateway Center for Women and Children
- Golden West Assisted Living
- Hospice of Boulder
- Mental Health Corp. of Denver
- Mt. St. Vincent's Home
- Namqua Center
- Project Self Discovery
- Qualife Wellness Community
- The Counseling Center

Agencies currently participating in the Field Placement program for the Music Therapy concentration include:

- Adams County Child & Family Services
- Boulder Community Hospital
- Children's Hospital, Medical Day Treatment
- Good Samaritan Center
- Hospice of Peace
- Jefferson Hills
- Namqua Center
- Project Self Discovery
- Qualife Wellness Center

CONCENTRATION AREAS

There are three concentration areas within the Transpersonal Counseling Psychology Department: Counseling Psychology, Art Therapy, and Music Therapy. Each concentration has its own admissions process and offers special courses. However, all three areas share a commitment to a transpersonal vision and excellence in counseling training.

COUNSELING PSYCHOLOGY

The Counseling Psychology concentration offers specialized training and coursework in psychotherapeutic skills and theory. In addition to in-depth training in meditation and mindfulness practice, students pursue Gestalt-oriented work. In a sequence of two courses the gestalt approach to individual and group process is explored experientially and as a tool for the development of psychotherapy skills. Students may qualify for emphasis in gestalt studies by completing additional elective courses in gestalt therapy. The combination of meditation and Gestalt awareness, combined with solid counseling skills, makes this concentration unique among counselor education programs.

Through their choices of electives, students may deepen their studies in specific areas, such as Jungian Psychology, Gestalt Psychotherapy, Ecopsychology, Therapy with Children, Adolescents and Families, and World Wisdom traditions. The M.A. degree in Transpersonal Counseling Psychology also offers the following concentrations:

ART THERAPY

As a hybrid profession, Art Therapy involves intensive studies in the visual arts, the social sciences and the development of solid psychotherapeutic skills. Our innovative approach to training at Naropa integrates these areas within a transpersonal framework. This unique concentration of subjects incorporates a strong commitment to contemplative education throughout the training process. Between 120 direct contact hours of studio art, mindfulness practice training and a well-rounded art therapy and counseling psychology curriculum, formation of a unique professional identity results. Graduation culminates with the necessary requirements to pursue credentials with both the American Art Therapy Association and as a Licensed Professional Counselor (LPC).
MUSIC THERAPY
Music Therapy is a marriage of science and art, evoking responses from a non-verbal layer of consciousness. The contemplative education students receive at Naropa supports Music Therapy training by encouraging music as a transformative agent, affecting body, mind, and spirit. Graduates of this program are eligible to sit for the exam for certification as Music Therapists.

This program is designed to prepare students for credentialing as Licensed Professional Counselors and as Music Therapists. To meet these requirements, the curriculum includes 32 credits in Music Therapy, 18 credits of Counseling Psychology, 9 credits of contemplative studies, and 2 credits of electives. The Music Therapy program must be completed in either 3 or 4 years.

REQUIREMENTS FOR THE TRANSPERSONAL COUNSELING PSYCHOLOGY M.A.
The M.A. in Transpersonal Counseling Psychology is designed as a three-year full-time program. Most students complete the program in three years, and in extraordinary circumstances, four years may be approved.

Prerequisites to the program are Developmental Psychology; Abnormal Psychology; and Theories of Personality (or its equivalent).
The program requires a total of 60 credit hours, distributed among the following:

<table>
<thead>
<tr>
<th>Fall, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 621 · Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 611 · Counseling Relationship I: Techniques and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 610 · Human Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 670 · Transpersonal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 661 · Counseling Relationship II: Lifestyles and Career</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 710 · Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 770 · Meditation Practicum I: Cultivating Awareness</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives: Intensives and/or others</td>
<td>0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 671 · Psychology of Meditation II: Applications to Counseling</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 601 · Gestalt I: Awareness</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 700 · Research and Statistics</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 680 · Group Dynamics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 660 · Clinical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 651 · Gestalt II: Experiment</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 770 · Meditation Practicum II: Developing Compassion</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 714 · Multicultural Issues in Therapy Elective(s)</td>
<td>0-3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>8-11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives: Intensives and/or others</td>
<td>0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall, Third Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 810 · Professional Seminar &amp; Ethics I</td>
<td>2.5</td>
</tr>
<tr>
<td>PSYT 830 · Master's Paper Seminar I</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYT 800 · Field Placement I Elective(s)</td>
<td>0-3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>6-9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring, Third Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 860 · Professional Seminar &amp; Ethics II</td>
<td>2.5</td>
</tr>
<tr>
<td>PSYT 880 · Master's Paper Seminar II</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYT 850 · Field Placement II Elective(s)</td>
<td>0-3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>6-9</strong></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 50

REQUIREMENTS FOR CONCENTRATION IN ART THERAPY
Grounded in a foundation of mindfulness awareness training, students pursue didactic and experiential coursework in art therapy and transpersonal psychology. The 700-hour field placement in a clinical setting, with corresponding professional seminars, helps to integrate and solidify academic learning. Graduates of this program are prepared for work as professional members of multi-disciplinary teams within agencies and eventually, with proper supervision, in private practice.

The Art Therapy concentration has been designed in accordance with the American Art Therapy Association guidelines for A.T.R. training and the State of Colorado guidelines for Licensed Professional Counselor training (L.P.C.). This 60 credit hour program, approved by the American Art Therapy Association, consists of 31 credits of art therapy coursework combined with 19 credits of transpersonal counseling psychology and 5 credits of contemplative studies, 2 credits of body awareness coursework and 3 credits of electives. Students also participate in a minimum of 120 direct art contact hours of studio-based work.

<table>
<thead>
<tr>
<th>Fall, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 621 · Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 611 · Counseling Relationship I: Techniques and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 700 · Research and Statistics</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 680 · Group Dynamics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 621 · Psychology of Meditation II: Applications to Counseling</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 601 · Gestalt I: Awareness</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 634 · History and Theory of Art Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 604 · Art Therapy Skills I</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
### Spring, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 670 Transpersonal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 661 Counseling Relationship II: Lifestyles and Career</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 654 Art Therapy Skills II: Transpersonal</td>
<td>2</td>
</tr>
<tr>
<td>PSTT 714 Multicultural Issues in Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 720 Meditation Practicum I: Cultivating Awareness</td>
<td>1</td>
</tr>
</tbody>
</table>

**SUBTOTAL** 10

### Summer, First Year

- **Elective(s)** 0-3

### Fall, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 700 Research and Statistics</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 704 Art Therapy Skills III: Group Dynamics &amp; Art Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 624 Art Therapy Studio: Process and Materials</td>
<td>2</td>
</tr>
</tbody>
</table>

**SUBTOTAL** 10

### Spring, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 660 Clinical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 710 Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 754 Art Therapy Skills IV: Adult Development and Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 764 Art Therapy Clinical Observation</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 770 Meditation Practicum II: Developing Compassion</td>
<td>1</td>
</tr>
</tbody>
</table>

**SUBTOTAL** 11

### Summer, Second Year

- **Elective(s)** 0-3

### Fall, Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 814 Professional Seminar &amp; Ethics II: Art Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 804 Field Placement I: Art Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 824 Internship Studio Methods I</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYT 830 Master's Paper Seminar I</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Elective(s)</strong> and/or Body Awareness</td>
<td>0-2</td>
</tr>
</tbody>
</table>

**SUBTOTAL** 7-9

### Spring, Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 864 Professional Seminar &amp; Ethics II: Art Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 854 Field Placement II: Art Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 844 Internship Studio Methods II</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYT 880 Master's Paper Seminar II</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Elective(s)</strong> and/or Body Awareness</td>
<td>0-2</td>
</tr>
</tbody>
</table>

**SUBTOTAL** 7-9

### Total Art Therapy Credits 31

### Total Credits 60

- Students can take Electives and Body Awareness courses at any time during the program, including the summer terms. However, we suggest that you carefully monitor your elective choices with your advisor, especially when organizing your schedule for the third year.

### Prerequisites for the Art Therapy Concentration include:

- 12 credits in Psychology including Developmental Psychology, Abnormal Psychology and Theories of Personality.
- 15 semester hours of studio art including basic coursework in drawing, painting, and clay.
- Art Therapy students are strongly recommended to have a meditation instructor during the second and third years of the program.

A lab fee is assessed for each Skills course.

### Requirements for Concentration in Music Therapy

The Music Therapy concentration is approved by the American Music Therapy Association. It also meets the guidelines for Licensed Professional Counselor training in the state of Colorado. Dual credentialing, as a Music Therapist and a Licensed Professional Counselor, will provide graduates with a greater range of professional options.

The 900-hour field placement in a clinical setting, with a corresponding professional seminar, helps develop the necessary skills for a career as a music therapist. Graduates of this program will be prepared to work as professional members of multi-disciplinary treatment teams within community agencies and in private practice.

Prerequisites to the music therapy concentration are: Abnormal Psychology; Developmental Psychology; Theories of Personality; a course in the History of Western Music, a working knowledge of music theory, and competence on a musical instrument or voice.

### Fall, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 621 Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 610 Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 605 Counseling Relationship IV: Music Therapy: Techniques &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 625 Music Therapy: History, Theory, and Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

**SUBTOTAL** 11

### Spring, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 770 Meditation Practicum I: Cultivating Awareness</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 670 Transpersonal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 525 Music Therapy Institute</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 655 Counseling Relationship IV: Music Therapy: Lifestyles &amp; Career</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 775 Music Therapy: Special Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUBTOTAL** 11

---

*Academic Programs: M.A., Transpersonal Counseling Psychology* 115
<table>
<thead>
<tr>
<th>Fall, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 700 Research and Statistics</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 671 Psychology of Meditation II: Applications to Counseling</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 680 Group Dynamics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 715 Music Skills</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 705 Music Therapy Practicum I</td>
<td>2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 660 Clinical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 770 Meditation Practicum II: Developing Compassion</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 710 Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 732 Clinical Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 714 Multicultural Issues In Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 735 Music Therapy Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 525 Music Therapy Institute</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall, Third Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 815 Professional Seminar &amp; Ethics I: Music Therapy</td>
<td>2.5</td>
</tr>
<tr>
<td>PSYT 830 Master's Paper Seminar I</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYT 805 Field Placement I: Music Therapy Body Awareness</td>
<td>3</td>
</tr>
<tr>
<td><em>Elective(s)</em></td>
<td>0-2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>8-10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring, Third Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYT 865 Professional Seminar &amp; Ethics II: Music Therapy</td>
<td>2.5</td>
</tr>
<tr>
<td>PSYT 880 Master's Paper Seminar II</td>
<td>0.5</td>
</tr>
<tr>
<td>PSYT 855 Field Placement II: Music Therapy <em>Elective(s)</em></td>
<td>0-2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>6-8</strong></td>
</tr>
</tbody>
</table>

**TOTAL MUSIC THERAPY CREDITS** 32

**TOTAL CREDITS** 61
WRITING AND POETICS

"Always treat language like a dangerous toy."
— Anselm Hollo, faculty

THE JACK KEROUAC SCHOOL OF DISEMBodied POETICS

WRITING AND POETICS

Naropa University's Department of Writing and Poetics aspires to the classical Greek akademēa, a "grove" of learning where elders and students met to explore traditional and innovative technique and lore, in this case in the literary arts. This further conjures the vihara of classical India where poets, philosophers, and yogins practiced their arts and debated views. The Program honors the verbal arts as a medium of human culture through the study and practice of oral and written literature.

The Naropa Writing and Poetics Department, otherwise known as the Jack Kerouac School of Disembodied Poetics, was founded in 1974 by Allen Ginsberg and Anne Waldman. The department considers mindful attention to language and one's world to be the basis of a lively, engaged writing practice. From its beginning the Writing and Poetics Department has taken as a premise Gertrude Stein's view that in writing, one is always beginning again.

Writing and Poetics program students develop the confidence necessary to enter into an active literary life as writer and reader. Our curriculum is designed for students willing to explore writing as an imaginative discipline, developing the skills and attention that will enable them to "write their minds on a piece of paper" (Chogyam Trungpa, Rinpoche) with elegance, directness, and precision.

In addition to the practice and study of writing, Writing and Poetics program students can acquire skills in letterpress printing and publication, participate in community readings and performances, and through Project Outreach, develop workshop teaching skills in local schools and institutions.

The Writing and Poetics Department is proud of its students and graduates. During the past few years Naropa graduates have published books of original writing, been finalists for the Walt Whitman prize from the Academy of American Poets, received NEA awards in poetry, won awards in The Raymond Carver Contest, the Prism International Short Fiction Award, Colorado Council on the Arts, and the Story Magazine competition. Work from Naropa Writing and Poetics graduates has appeared in American Poetry Review, Exquisite Corpse, Harper's Bomb, AWP Newsletter, and in the anthologies, American Poets Say Good-bye To The Twentieth Century, Filipinos on America, and Returning a Borrowed Tongue. In addition, Naropa graduates have appeared on MTV's Spoken Word program and on The United States of Poetry series on PBS. Our graduates have entered careers in arts administration, publishing, television and screenwriting, and have gone on to Ph.D. programs in various fields.

Curriculum

The M.F.A. Writing and Poetics curriculum balances writing workshops with literary studies requirements. This balance reflects the department's conviction that creative writing, reading, and critical analysis must all be involved in a writer's growth.

Summer Writing Program

Visiting and resident writers join the year-round faculty to lead workshops, give lectures, readings and interviews, and participate in panel discussions. Students are exposed to a wide range of contemporary cultural topics, and experiment with compositional methods. During the Summer Writing Program students are encouraged and expected to explore the range of offerings beyond their academic semester concentrations. The program is designed to give the students a sense of where they might begin to locate their own work and interests within the contemporary literary world. Two summers are required for M.F.A. program students to allow time for this sense of location and direction to develop. Helpful, ongoing friendships and associations are often made with the Summer Writing Program community. Weekly topics explored in recent years include Ecopoetics and Bioregionalism, Investigative Poetics, Contemporary Latin American writing, Gender Poetics, and Writing in Performance.

M.F.A. IN WRITING AND POETICS

The Academic Year

The M.F.A. in Writing and Poetics is a full-time, two-year graduate degree program. An undergraduate B.A. degree is a pre-requisite for admission. Graduate students typically enter the program in a summer session (Summer Writing Program) and continue their studies over four academic semesters and one more summer session. It is possible to enter in a fall or spring semester as well.

Two Summer Writing Programs are required of all students for completion of the M.F.A. degree.

During a student's final semester, he or she prepares a final manuscript of original work and a substantive critical thesis. For more details, see Final Manuscript Guidelines available through the Writing and Poetics
office.) The M.F.A. program is available to qualified students on a part-time basis. A minimum of three credit hours is required for part-time enrollment per semester.

CONCENTRATIONS
On applying to the M.F.A. program, students select and follow either a prose or poetry concentration, but may take workshops in both concentrations. This selection is required because it helps the student focus on one of these two general categories of composition, verse or prose, in the time that they are in the program. A student’s final manuscript may contain both poetry and prose but at least the minimum page requirement for one concentration or the other must be met.

Poetry
M.F.A. poetry workshops involve an intensive engagement with verse composition. Workshop writing may include Western and non-Western models of composition, e.g., the ballad, sonnet, ode, haiku, haibun, prose poem, as well as the many possibilities of free verse and work with mixed genres and modes. Courses will include readings and discussion of modes of composition.

Prose
M.F.A. prose workshops examine techniques of modern fiction and creative prose. Basic strategies for monologue, dialogue, point of view, characterization, scene construction, and linguistic tone are explored and assigned for practice. In prose workshops, long and short fiction, memoirs, autobiographical prose, drama, screenplays, and videos are used to illustrate narrative techniques. Workshops encourage student peer critique and develop editing skills and an informed vocabulary for group discussion.

WRITING AND POETICS CURRICULUM
Writing Workshops:
These courses include Practice of Poetry, Practice of Fiction, and Practice of Translation. Writing Workshops are semester-long courses in creative writing. Workshops require regular submission of original work for critique, oral presentation, and editing. Students are encouraged to develop expertise in a variety of compositional modes and editorial skills.

Note: Writing and Poetics workshops are semester-long, 3 credit-hour courses; in other programs the term “workshop” may indicate a single weekend course. A Writing and Poetics one-credit hour weekend course is referred to as “practicum.”

CREATIVE READING AND WRITING COURSES:
Creative Reading and Writing courses have, as the name suggests, distinct reading and creative writing components. Credits from these courses may be applied either to Writing Workshop or Literature course requirements.

Literature Courses
These courses examine a single writer’s work, specific topics in literary history, or encompass a survey of historical or theoretical orientations. Recent courses have included The Cantos of Ezra Pound, The Reflective Novel, Trends: Introduction to Critical Theory, Classic Modernism, Radical Prosody, William Blake, Postmodern U.S. Poetry, and The Artist As Critic. All Literature classes require critical papers in standard academic format.

Elective Courses
Students have ample choice of electives to fulfill their 6 credit hour Elective requirement. There are opportunities to pursue study in Anthropology, Religious Studies, Environmental Studies, Psychology, and Traditional Eastern Arts, as well as a wide range of offerings in contemporary and contemplative arts. In addition, Letterpress Printing, Project Outreach, and weekend Writing Practica are offered within the Writing and Poetics Department as elective courses.

Contemplative Requirement
M.F.A. students must take 3 credit hours from the courses listed as fulfilling the Contemplative course requirement. There are a variety of courses available which satisfy this requirement, including T’ai-chi Ch’uan, sitting meditation, aikido, ikebana, sumi brushstroke, thangka painting, and yoga, among others. Each of these disciplines provides training in an art form which cultivates mindful awareness. Contemplative courses require no adherence to any particular religious doctrine. (See the Naropa Degree Student Handbook for a complete list of courses satisfying this requirement.)

M.F.A. MANUSCRIPT
In their last semester, M.F.A. students submit a Final Manuscript consisting of a Creative Manuscript (64-90 pages of poetry; 90-125 pages of prose), and a Critical Thesis of 25-30 pages with bibliography. Creative Manuscripts may include both poetry and prose but must fulfill the minimum page requirements for the concentration in which the student is registered. (Final Manuscript format guidelines are available at the Writing and Poetics office).

Final Manuscripts including the Creative Manuscript and Critical Thesis must be submitted during the Manuscript Semester (WR 880) according to a specific schedule of deadlines. Only one Extended Manuscript is permitted (see below).

Critical Thesis topic proposals must be submitted and approved in the semester prior to the Manuscript Semester. (Please see Final Manuscript submission deadlines available at the Writing and Poetics office.)
**M.F.A. EXTENDED MANUSCRIPT**

Graduate students may, if their work on the Final Manuscript and Critical Thesis receives a grade of SP (Satisfactory Progress), register for a 0.5 credit-hour Extended Manuscript Semester (WRI 881). A Writing and Poetics M.F.A. program student may enroll in one Extended Manuscript semester only. If the Final Manuscript, including the Critical Thesis, is not completed within that semester, the student will not graduate from the program.

Registration for Extended Manuscript Semester is subject to advisor approval and requires an additional tuition and processing fee. For more information see the Special Student Status section in the Naropa Degree Student Handbook.

**M.F.A. Manuscript Incomplete/Failure (I/F) Policy**

Writing and Poetics Department does not allow a grade of Incomplete/Failure (I/F) for the Final Manuscript semester, whether this occurs in Spring or Fall semesters. If the Final Manuscript is not completed during the Final Manuscript semester but receives a grade of SP (Satisfactory Progress), it must be completed during the one Extended Manuscript Semester awarded. A grade of I/F (Incomplete/Withdrawal) will be given only in the case of medical or family emergency. For more information please see the Naropa Degree Student Handbook.

**Requirements for the M.F.A. Degree in Writing and Poetics**

The program requires a total of 49 credit hours distributed among the following:

<table>
<thead>
<tr>
<th>Summer Writing Program (16 credit hours required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 651-654</td>
</tr>
<tr>
<td>WRI 751-754</td>
</tr>
<tr>
<td>WRI 542</td>
</tr>
<tr>
<td>WRI 552</td>
</tr>
<tr>
<td>WRI 610A</td>
</tr>
<tr>
<td>WRI 610B</td>
</tr>
<tr>
<td>WRI 612A</td>
</tr>
<tr>
<td>WRI 621B</td>
</tr>
<tr>
<td>WRI 613A</td>
</tr>
<tr>
<td>WRI 613B</td>
</tr>
<tr>
<td>WRI 660A</td>
</tr>
<tr>
<td>WRI 660B</td>
</tr>
<tr>
<td>WRI 663</td>
</tr>
<tr>
<td>WRI 671A</td>
</tr>
<tr>
<td>WRI 671B</td>
</tr>
</tbody>
</table>

(All above classes are each 3 credit hours)

**Literature Courses (9 credits required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 535</td>
<td>Trends in Contemporary Literature: Introduction to Critical Theory</td>
</tr>
<tr>
<td>WRI 541</td>
<td>Literature Seminar: Eco-Lit</td>
</tr>
<tr>
<td>WRI 542</td>
<td>Poetry Statements of the Century</td>
</tr>
<tr>
<td>WRI 543</td>
<td>Practice of Translation</td>
</tr>
<tr>
<td>WRI 550</td>
<td>Literature Seminar: Postmodern U.S. Poetry</td>
</tr>
<tr>
<td>WRI 552</td>
<td>Literature Seminar: The Feeling Tone</td>
</tr>
<tr>
<td>WRI 555</td>
<td>The Expository Essay</td>
</tr>
<tr>
<td>WRI 580</td>
<td>Trends in Contemporary Literature: Introduction to Feminist Criticism</td>
</tr>
<tr>
<td>WRI 613A</td>
<td>Creative Reading &amp; Writing: Eros &amp; Loss in Poetic Construction</td>
</tr>
<tr>
<td>WRI 613B</td>
<td>Creative Reading &amp; Writing: Sequences</td>
</tr>
<tr>
<td>WRI 623</td>
<td>M.F.A. Literature Seminar: The Reflexive Novel</td>
</tr>
<tr>
<td>WRI 633</td>
<td>Creative Reading &amp; Writing</td>
</tr>
<tr>
<td>WRI 670</td>
<td>M.F.A. Literature Seminar: Radical Prosody</td>
</tr>
</tbody>
</table>

(All above classes are each 3 credit hours)

**Electives (6 credit hours required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 545W</td>
<td>Poetry Practicum: Rhizomic Poetics (1cr)</td>
</tr>
<tr>
<td>WRI 547W</td>
<td>A Writer's Practicum: Designing A Writing Workshop (2cr)</td>
</tr>
<tr>
<td>WRI 555W</td>
<td>Poetry Practicum: TBA (1cr)</td>
</tr>
<tr>
<td>WRI 557W</td>
<td>Prose Practicum: The Monstrous and The Marvelous (1cr)</td>
</tr>
<tr>
<td>WRI 581</td>
<td>Project Outreach (1-3cr)</td>
</tr>
<tr>
<td>WRI 582</td>
<td>Letterpress Printing: The Well-Dressed Word (3cr)</td>
</tr>
<tr>
<td>WRI 583</td>
<td>Letterpress Printing: First Impressions (3cr)</td>
</tr>
<tr>
<td>WRI 700</td>
<td>Tutor Seminar (5cr)</td>
</tr>
</tbody>
</table>

**Contemplative Courses**

See Field Guide for list of available

**Contemplative Courses (3 credit hours required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 880</td>
<td>Final Manuscript (6cr)</td>
</tr>
<tr>
<td>WRI 881</td>
<td>Manuscript</td>
</tr>
<tr>
<td>WRI 881</td>
<td>Extended Manuscript (.5cr)</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 49**

**Writing and Poetics Program Special Features**

**The Allen Ginsberg Library**

In addition to its growing collection of poetry and prose volumes, the Allen Ginsberg Library contains a large collection of audio recordings by resident and visiting faculty of the Writing and Poetics Department. These include writers affiliated with the Beat movement, New York, Black Mountain, West Coast and "language" schools, as well as tapes of classes, readings, and talks by dozens of other contemporary writers and scholars. Allen Ginsberg, Diane Di Prima, Robert Creeley, Helen Adam, Gregory Bateson, John Cage, Paula Gunn Allen, Gary Snyder, and Amiri Baraka are a few of those writers who have presented their work at Naropa over the years. These audio tapes are available to students. In recent years this archive has been augmented with a selection of video tapes.
Project Outreach
Directed by resident faculty member Jack Collom, Project Outreach places our students in local schools and other institutions to lead creative writing workshops. Naropa Writing and Poetics program students receive course credit while developing their teaching skills for the benefit of the larger community.

Bombay Gin
Bombay Gin, the literary magazine of the Writing and Poetics department, is edited each year by a board of our M.F.A. students and is a 1999 & 2000 recipient of a Colorado Council On The Arts grant. This board solicits contributions, selects the work to be published, and conceives and executes production, from typesetting to layout and design. New issues come out in June of each year and sell for $10. Back issues are available through the Writing and Poetics Office for $5. Anselm Hollo serves as faculty advisor to the editors of Bombay Gin.

The Harry Smith Print Shop
Located in the Harry Smith Cottage on the Naropa campus, the print shop features a Chandler and Price platen press and a smaller proof press. Regular courses and workshops are offered for students who wish to learn printing technique using distributable type on both platen or proof presses. The print shop adds a fine crafts dimension to the Writing and Poetics programs. Periodic classes include bookbinding and paper making. The press is housed in the cottage where filmmaker, scholar, and musicologist Harry Smith resided. Printers Brad O'Sullivan and Julia Seko teach letterpress printing courses which are offered every semester. Andrew Schelling serves as faculty advisor.

Writing and Poetics Scholarships
For a listing of scholarships available to students in the Department of Writing and Poetics, consult the Academic Scholarships section at the front of this catalogue.

Events, Benefits, and Publications
Regularly scheduled Writing and Poetics events include: Student Arts Concerts, readings by faculty and guest writers, and Bombay Gin Fall benefit. Magazines and publications by students and faculty include Bombay Gin, the monthly W&P newsletter, InterZone, the Summer Writing Program Journal, and Project Outreach and Eco-Lit journals. Independent, short-run publishing projects are frequently initiated by students.
SUMMER WRITING PROGRAM

The Summer Writing Program is a month-long convocation of students, poets, scholars, fiction writers, translators, novelists, environmental activists, Buddhist teachers, letterpress printers, anarchists, feminist scholars and musicians. Working in community with renowned practitioners of the literary arts, students engage in the composition of poetry, prose and other literary forms, including letterpress printing. Visual and performance artists collaborate with writers to create vibrant, engaging work. This four-week program of intensive study is held every summer from mid-June to mid-July at Naropa's Arapahoe campus. Founded in 1974 by poets Anne Waldman and Allen Ginsberg, the program offers both credit and non-credit students a chance to work in daily collaboration with some of the most accomplished and notoriously provocative writers of our time.

The tradition emphasized is of the “outsider” or left-hand lineage, which operates outside the cultural mainstream - a heritage of powerful scholarship and counter-poetics. Each of the four weeks hosts different visiting faculty and guests, creating a forum that confronts, responds to, and intensively challenges a range of writing practices and scholarly methods. Weekly events include small workshops taught by resident and visiting faculty, panels, colloquia, lectures, faculty performances, student panels and student readings. Also offered each week are faculty-student interviews where work is edited and discussed in face-to-face intimacy.

Students sign up for one workshop each week, and each student's portfolio is given to all other weekly events. Each week has a separate focus. Past weekly themes have included: the Black Mountain School; Eco-poetics; the San Francisco Renaissance; publishing; investigative poetics; the Beat Literary Generation; new directions in experimental writing, prose poetry; the New York School; language poetry; ethnopoetics; performance, politics and community; and small tributes to such writers as Robin Blaser, Barbara Guest, Carl Rakosi, Robert Creeley, Allen Ginsberg and Cid Corman. All of these movements in the practice of writing have revolutionized "the word" bringing it closer to the human body and the human voice. In addition to writing workshops, a master printer is in residence each week to offer a class in the elegant art of letterpress printing at the Harry Smith Printshop.

Open to any interested participant, The Summer Writing Program is populated by students of many different backgrounds and interests. Credit students will be given a list of academic requirements to fulfill, including attendance and final writing portfolios collected during the final week of the Program.

OPTIONS FOR HOW TO ATTEND THE SUMMER WRITING PROGRAM

There are a number of credit and non-credit options available:

Naropa M.F.A. Prose or Poetry students enrolled in the Writing and Poetics Department

In the Summer Writing Program, students are exposed to a broad range of contemporary writing and relevant topics. A wide array of visiting and resident writers lead workshops, give lectures and readings, and take part in panel discussions. The Summer Writing Program has always been aligned with the more experimental and open forms and practices of modern writing and conscious of their long and influential history in the twentieth century. In the Summer Writing Program, students are encouraged and expected to explore the range of offerings beyond their academic semester considerations. The program is designed to give the students a sense of where they might begin to locate their own work and interests within the contemporary literary world. Two summers are required for M.F.A. program students to allow time for this sense of location and direction to develop. Helpful, ongoing friendships and associations are made within the Summer Writing Program community.

For Naropa's M.F.A. Prose and Poetry students, The Summer Writing Program is a required third semester. Two 4-week programs are required to complete your Writing and Poetics requirements. At the Master's level, the Program consists of 8 graduate credits, at two credits per week. (16 credits total over two summers) Matriculated M.F.A. students will pre-register for the Summer Writing Program in the spring of each year. New M.F.A. students begin in the summer will pre-register through the mail in the spring of each year.

Summer Writing Program
Core Staff:
Artistic Director
Anne Waldman
Administrative Director
Max Regan
Previous Summer Writing Program Faculty have included:
Keith Abbott,
Rae Armantrout,
Will Christopher Bates,
Amrit Baraka,
Charles Bernstein,
Ned Metz Bernstein,
Dodie Bellamy,
Robin Blaser,
Kamau Brathwaite,
Recluse,
Lorna De Cervantes,
Andrei Codrescu,
Norma Cole,
Jack Collom,
Julia Conner,
Clark Coolidge,
Cid Corman,
Robert Creeley,
Victor Hernandez Cruz,
Maxine Chernoff,
Beverly Dahlen,
Diane di Prima,
Rikki Ducornet,
Rachel Blau DuPlessis,
Clayton Eshleman,
Kenneth Elinol,
Brian Evenson,
Thalia Field,
Gloria Frym,
Kathleen Fraser,
Lawrence Ferlinghetti,
Barbara Guest,
Donald Grubin,
Bobbie Louise Hawkins,
Lyn Hejinian,
Fanny Howe,
Susan Howe,
Anselm Hollo,
Erica Hunt,
Lauri Hunt,
Lisa Jarrett,
Joyce Johnson,
Hettie Jones,
Km Kesey,
Kevin Killian,
Joanne Kyger,
Ann Lauterbach,
Jonathan Lethem,
Nathaniel Mackey,
Naropa B.A. students enrolled in the Writing and Literature Department

Matriculated Bachelor's students in the Writing and Literature concentration are able to pre-register for the Program in the spring of each year. While the Program is not required for the B.A. writing program, students are strongly urged to take advantage of the opportunity to join the Summer Writing Program's community of teachers and artists. At the undergraduate level, the Program is offered for 6 B.A. credits, at 1.5 credits per week. B.A. students may register for one, two, three, or all four weeks of the Program. While incoming B.A. Writing and Literature students are not allowed to begin their degree program in the summer, they may elect to take the program for non-credit.

Naropa M.F.A., M.A. and B.A. students enrolled in other departments

Naropa students pursuing a degree in other departments are also invited to join the writing community for one, two, three or all four weeks of the Program. B.A. student will receive 1.5 undergraduate credits per week and Master's level students will receive 2 graduate credits for each week. All credit students may pre-register during the spring semester.

STUDENTS CURRENTLY ENROLLED AT OTHER SCHOOLS WHO WANT M.F.A. OR B.A. CREDIT

Students enrolled in graduate or undergraduate programs at other colleges and universities may elect to attend the Summer Writing Program through the Visiting Students Program and receive academic credits to transfer back to their school. Visiting students apply to the Program through the Admissions office and will register by mail in the spring of each year. Visiting students may register for one, two, three or all four weeks of the Program. Total number of credits to transfer may vary by individual school.

STUDENTS NOT CURRENTLY ENROLLED AT OTHER SCHOOLS WHO WANT M.F.A. OR B.A. CREDIT

Student who are NOT currently enrolled in an academic program in any school may be eligible to take the Summer Writing Program for B.A. or M.F.A. credit. These students would contact the Admissions Office about admission to the Visiting Students Program.

NON-CREDIT OPTION

Each summer, many students elect to attend the Summer Writing Program as non-credit participants. This is by far the least expensive option and non-credit students are entitled to attend almost all of the same classes and all of the same readings, panels, lectures and events as M.F.A. and B.A. students. The non-credit option is available for one, two, three or all four weeks of the Program, and non-credit students register through the mail, using the SWP section of the Naropa School of Continuing Education Summer Catalog. This option is popular with non-traditional students and prospective Naropa students who want to get a feel for the kind of writing being done here.

THE SUMMER WRITING PROGRAM MAGAZINE

Each summer a different group of student editors put together a collection of work that has been written during the program, as a unique way to document each summer's community. Each student attending the Summer Writing Program is invited to submit 1-2 pages of work for inclusion in the magazine. Copies of this magazine are available through the SWP office.

SUMMER WRITING PROGRAM ORIENTATION

The Summer Writing Program holds orientation events in the five days prior to the start of the Program. These events are for all students, credit and non-credit, especially those planning on attending all four weeks of the Program. For new and returning M.F.A. or B.A. credit students attendance at Orientation events is required. For more information about the scheduled events for SWP Orientation, please contact the SWP Coordinator.

SUMMER WRITING PROGRAM SCHOLARSHIPS

For a listing of scholarships available to students in the Summer Writing Program, consult the Financial Aid/ Scholarships section at the front of this catalog.
CREATION SPIRITUALLITY

The Creation Spirituality program is offered at Naropa University's campus in Oakland, California. For information on Admission, Tuition, Financial Aid, Student Services, and Oakland Campus facilities, please refer to The Naropa University-Oakland Campus Catalog/Handbook, available from the Office of Admissions, Naropa Oakland Campus: (510) 835-4827.

Creation Spirituality integrates the wisdom of Western spirituality and global indigenous cultures with the emerging scientific understanding of the universe and the passionate creativity of art. Creation spirituality is not a new religion. It is the earliest tradition of the Hebrew Bible and was celebrated by the mystics of medieval Europe. Creation Spirituality provides a solid foundation and holistic perspective from which to address the critical issues of our times, including the revitalization of religion and culture, the honoring of women's wisdom, the celebration of hope in today's youth, and the promotion of social and ecological justice. It is concerned with developing theologies and practices within religion and culture which promote personal wholeness, planetary survival, and universal interdependence.

The Master of Liberal Arts degree in Creation Spirituality requires 32 credit hours of study in one of two tracks. One is a Nine Month Full-Time (or Part-Time) Program, and the other is a Two Year Weekend Program called Weekend of the Spirit (WOTS), which allows students to complete the degree in two or more years of weekend courses. Students can begin their course of study in either the fall or spring semester. Extended part-time options are available in both programs.

NINE MONTH PROGRAM

Fall semester begins with a two-week intensive in Creation Spirituality and the New Cosmology followed by a wilderness experience in a bio-region of California. An Overview Course in Creation Spirituality, Cosmology and Core Readings continues this intensive study throughout the semester. In addition to required courses, students select Seminars, Art-as-Meditation and Art-of-Community Building courses of their choice. Seminars are classes that encourage participants in provocative dialogue and intellectual discipline. Art-as-Meditation classes awaken creativity through art, movement, image and meditation practice. Art-of-Community Building classes engage students in the community and offer practical experiences and skills in community building. Public Events with scholars, artists, activists and other creative thinkers engage the learning community in a dialogue with participants from Oakland and the Bay Area.

REQUIREMENTS:
NINE MONTH FULL-TIME DEGREE

Fall Semester 2000

1st Semester Full-Time

Required Courses: Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 600</td>
<td>Creation Spirituality Intensive (2 weeks)</td>
<td>3</td>
</tr>
<tr>
<td>CSP 601</td>
<td>Creation Spirituality/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cosmology Overview</td>
<td>2</td>
</tr>
<tr>
<td>CSP 603</td>
<td>Core Readings &amp; Public Events</td>
<td>1</td>
</tr>
<tr>
<td>CSP 700</td>
<td>Wilderness Experience</td>
<td>1</td>
</tr>
<tr>
<td>CSP 701</td>
<td>Process Group I</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Seminar Courses</td>
<td>4</td>
</tr>
<tr>
<td>2 Art-as-Meditation</td>
<td>2</td>
</tr>
<tr>
<td>1 Art of Community</td>
<td>1</td>
</tr>
<tr>
<td>Building Course</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
</tr>
</tbody>
</table>

Spring Semester 2001

2nd Semester Full-Time

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 603</td>
<td>Core Readings &amp; Public Events</td>
<td>1</td>
</tr>
<tr>
<td>CSP 606</td>
<td>Urban Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>CSP 608</td>
<td>Master's Project/Thesis</td>
<td>3</td>
</tr>
<tr>
<td>CSP 650</td>
<td>The Reinvention of Work II</td>
<td>1</td>
</tr>
<tr>
<td>CSP 702</td>
<td>Master's Project Process Group</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Seminar Course</td>
<td>3</td>
</tr>
<tr>
<td>3 Art-as-Meditation</td>
<td>3</td>
</tr>
<tr>
<td>1 Art-of-Community</td>
<td>1</td>
</tr>
<tr>
<td>Building Course</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL CREDITS MLA Program</td>
<td>32</td>
</tr>
</tbody>
</table>

Seminar Courses for 2000-2001:

Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 615</td>
<td>Creation Mystics:</td>
</tr>
<tr>
<td></td>
<td>Meister Eckhart &amp; Howard Thurman</td>
</tr>
<tr>
<td>CSP 6368</td>
<td>Ecospirituality:</td>
</tr>
<tr>
<td></td>
<td>Earth Wisdom &amp; Wisdom Traditions</td>
</tr>
<tr>
<td>CSP 643</td>
<td>Psyche, Soul &amp; Spirit</td>
</tr>
<tr>
<td>CSP 655</td>
<td>Jewish Mysticism</td>
</tr>
<tr>
<td>CSP</td>
<td>Prejudice, Culture &amp; Social Change</td>
</tr>
</tbody>
</table>
Spring Semester
CSP 616 Medieval Mystics: Hildegard of Bingen & Julian of Norwich
CSP 639 Feminist Awakening & Women's Spirituality
CSP 644 Engaged Buddhism and Liberation Theology
CSP 652 Universal Themes in Myths & Dreams

Art-as-Meditation Courses for 2000-2001:

Fall Semester
CSP 654 Dancing Our Wisdom
CSP 731 Native American Rituals
CSP 735 Journeying with the Chakras
CSP 738 Judy Chicago's "Dinner Party"
CSP 740 Introduction to Group Dreamwork
CSP 743A Creative Body, Creative Spirit: The Ancestors
CSP 751 The Camera as Illuminator and Companion
CSP 754 Drum Time, Dream Time, Drama Time
CSP 771 Vipassana Meditation
CSP 772 Spirituality, Folklore & Theater

Spring Semester
CSP 732 Native American Traditions
CSP 736 Shabda Yoga/Yoga of Sound
CSP 742 Dreams and Archetypes of Authentic Gender
CSP 743B Creative Body, Creative Spirit: Totem Animals
CSP 744 Painting as Creative Meditation
CSP 745 Dancing Sacred Texts
CSP 747 Art of Ancestral Drama
CSP 764 Ritual Theater/ Creative Writing
CSP 765 Sculpture as Meditation
CSP 769 Creating Rituals from the Jewish Tradition

Art of Community Building Courses for 2000-2001:

Fall Semester
CSP 653 Compassion Practicum
CSP 703 Creating Techno-Cosmic Masses and Rituals
CSP 707 Building Community Through Celebration

Spring Semester
CSP 703 Creating Techno-Cosmic Masses and Rituals
CSP 706 Spirituality & Homelessness
CSP 704 Sustainable Communities

Weekend of the Spirit (WOTS) Program

The Weekend of the Spirit (WOTS) Program is especially designed for those who desire to earn a Master's Degree in Creation Spirituality and who seek an alternative to a full-time study program. This unique course of studies, which blends the richness of seminars and Art-as-Meditation, is offered mainly on weekends, thus allowing people of diverse schedules and commitments to participate.

Six or seven weekends (1 credit each) are scheduled each semester, with most designed as a Friday night and all-day Saturday course. These weekends require preparatory reading and a 4-5 page follow-up paper. Core required courses in Creation Spirituality and Cosmology are offered each semester, along with courses in mysticism, reinventing work, urban spirituality and other areas related to Creation Spirituality. In addition, weekend courses may explore such topics as ritual, sacred dance, ecospirituality, deep ecumemism and world spiritualities, and exploration of myths and dreams. A total of 32 units is required for completion of the program including a Master's Project or Thesis.

Requirements: Weekend of the Spirit (WOTS)

Two Year Program

As in the Nine Month Program, over the course of the period of study, the program requires the following credits:

- 7 credits Creation Spirituality/Cosmology/ Core Readings
- 2 credits Reinvention of Work
- 3 credits Urban Spirituality
- 3 credits Master's Project/Thesis
- 7 credits Seminars
- 5 credits Art-as-Meditation
- 2 credits Art-Of-Community Building
- 3 credits Independent Study (or additional electives)

32 CREDITS TOTAL

WOTS courses for 2000-2001 include:

- CSP 604 Overview in Creation Spirituality I
- CSP 605 Overview in Creation Spirituality II
- CSP 609 Spirituality & Business
- CSP Leadership & the New Science
- CSP Prejudice, Culture & Social Change
- CSP Images of Divinity: The Black Madonna
- CSP 621 Roots of Ritual: Techno-Cosmic Rituals
- CSP 615 Creation Mystics
- CSP 632A Deep Ecumenism
- CSP 638 The New Science and Cosmology
- CSP 648 Integrative Seminar
- CSP 652 Universal Themes in Myths and Dreams
- CSP 653 Compassion Practicum
- CSP 731 Native American Rituals

Each weekend course includes an art-as-meditation component, such as the following: Meditations on Gathering and Parting; Vipassana Meditation; Dances of Universal Peace; Mask-making & Chi Gong; Journeying with the Chakras; Art of Ancestral Drama.
CREATION SPIRITUALITY COURSES

Creation Spirituality (CSP)
Unless otherwise indicated, courses in this discipline are offered at the Oakland, CA campus.

CSP 600
Creation Spirituality Intensive - 3cr
A two week immersion into the New Cosmology and Creation Spirituality tradition. Exploring the vibrant scientific and spiritual context from which to view the remarkable unfolding of the universe, the course will start with the flaring forth of the fireball and will extend to the principles of Creation Spirituality, sustainability in the Ecocentric era, the seven chakras and deep ecumenism. Includes Art-as-Meditation each afternoon. Offered fall semester.

CSP 601
Overview in Creation Spirituality and Cosmology I - 2cr
This fall semester course deepens the introduction to Creation Spirituality and Cosmology, begun with the Creation Spirituality Intensive, by considering the new science of complexity, modernism, and post-modernism, and the relation of Creation Spirituality to culture and to social, economic and ecological design.

CSP 602
Overview in Creation Spirituality and Cosmology II - 2cr
This spring semester course deepens the student's understanding of Creation Spirituality and Cosmology through study of the writings and books on the Creation Spiritual tradition and the new scientific understanding of the Universe Story.

CSP 603
Core Readings in Creation Spirituality and Public Events - 1cr
This covers the basic literature and themes of Creation Spirituality, Cosmology and the Mystics. Students will learn these fun and revolutionary ideas drawn from the creation tradition but applicable today. All students are expected to attend public events and rituals that bring in people who are exploring related themes and experiences.

CSP 604
Overview in Creation Spirituality III - 1cr
The course provides an overview of the basic literature and themes of Creation Spirituality. An exploration of the Four Paths of Creation Spirituality enables a deeper understanding of the mystical and prophetic dimensions of spirituality (WOTS Program).

CSP 605
Overview in Creation Spirituality IV - 1cr
This course continues the overview of the basic literature and themes of Creation Spirituality. An exploration of the Four Paths of Creation Spirituality enables a deeper understanding of the mystical and prophetic dimensions of spirituality (WOTS Program).

CSP 606
Urban Spirituality - 1-3cr
This team-taught spring semester course will explore how a new cosmology, an ecological consciousness, and a creation-centered spirituality can assist us to rediscover the sacred in an urban context. From the beauty of the architecture to the restoring of neighborhoods, from the sadness of the lonely to the excitement of the artists, students will encounter the Spirit on a daily basis. The spiritual experiences of beauty, pain, strength, creativity and justice in a city environment will be explored.

CSP 608
Master's Project/Thesis - 3cr
The Master's Project integrates the student's educational experience and contributes to fashioning a more ecologically sensitive and spiritually grounded society. The Master's Project can take one of three forms: 1) a research integrative paper or thesis; 2) an experiential, work-oriented project; or 3) a creative art work (visual or performance). The Master's Project can also be a combination of two or three forms. A creative work must also contain substantial documentation for binding and library reference.

CSP 609
Spirituality and Business - 1-2cr
With love and work, business can be a catalyst for positive social change in this new millennium. Through dialogue, the course will show how it is possible to bring one's heart to work. Stories of spiritual experiences and political consciousness in the global state will explain how students can translate beliefs into action, and combine profits with principles.

126 Academic Programs: Creation Spirituality
CSP 610
Conversations with Bay Area Artists - 1cr
A unique opportunity for panel discussion and dialogue with Bay Area Artists on topics such as: the role of artists as social change activists; racism and sexism in the artistic establishment; the evolution of religious institutions in relationship to artists; and how artists are reinventing their work through spirituality and the new cosmology.

CSP 611
Creation Spirituality and African-American Spirituality in the Twentieth Century - 1-3cr
A focus on contemporary black leadership and their role in the black communities. Participants will look at Afrocentric approaches to racism and the pain of our cities in this time of crisis. Learn about experiences that have kept hope alive within these communities and nurtured the soul.

CSP 612
Creation Spirituality and Youth - 1cr
An exploration of the questions and hopes of young women and men, and the ways in which youth can be leaders in celebration and post-modern consciousness. Students will consider how Creation Spirituality invites youth to participate in the creation of a more just ecological and life-sustaining society.

CSP 613
Creation Spirituality and Aging - 1cr
How is the aging process a deepening of the experience named in the Four Paths of Creation Spirituality — wonder? darkness? creativity? transformation by way of compassion? How can the elderly and those who work with them deepen their spiritual wisdom, take on the responsibility of eldership, find meaning after the paid-for-working years have ended, and stay young in spirit?

CSP 614
Earth & Spirit: Engaging with the More-than-Human World - 1cr
The course will explore human relationships with Spirit and Divinity through a deeper understanding and engagement with the natural world. Students will seek a vision that will allow them to find pathways to a healthier and more sustainable future for ourselves and the planet.

CSP 615
Creation Mystics - 1-3cr
An exploration of major mystics representative of the Creation tradition such as Hildegard of Bingen, Howard Thurman, Runi and Eckhart. What do these spiritual poets have to say to us today even though they come from different cultures and historical periods.

CSP 616
Medieval Mystics - 1-3cr
This course deepens the student's knowledge, personal spiritual journey, and ministry through the writings and life stories of Christian mystics of the Medieval and early Renaissance period, such as Francis of Assisi, Teresa of Avila, Hildegard of Bingen and Julian of Norwich. Connections will be made between the personal spiritual journey, work, relationships, and these historical mystics. Special emphasis will be placed on ways in which mysticism can revitalize our culture.

CSP 617
The Mysticism of Thomas Aquinas and Ourselves - 1cr
The mystical theology of the great Medieval mystic Thomas Aquinas holds wisdom for the student's mystical/prophetic life and our post-modern times. The course will work exclusively with primary texts of Aquinas' writings and students will share creative responses to his thought and how he has impacted their spiritual journey.

CSP 618
The Mysticism of Meister Eckhart - 1cr
Meister Eckhart created a rich and prophetic mysticism that is very appropriate for our post-modern times. Students will read his texts and discuss his strong beliefs on justice-making and reaching out to the common person. Students will see how his mysticism can be put into practice in today's spiritual journey (WOTS Program).

CSP 619
20th Century Mystics - 2-3cr
Within the unique expressions of such spiritual leaders as Thich Nhat Hanh, Dorothy Day, Hazrat Inayat Khan, Alice Walker and Teilhard de Chardin, participants will find a similar spiritual theology which deals with the human and cosmological world of interrelatedness born of spirit. The course will examine the integrative themes of social justice and responsible awareness that promotes balanced and effective actions in the world.

CSP 620
New Patterns in Spirituality: An Artist's Perspective - 1cr
The course will be a co-creative environment for the re-evaluation of theologically dualistic presumptions regarding the sacred and the profane, working toward the integration of those dimensions through the themes of Creation Spirituality, aesthetics, and creativity as sacrament and spiritual practice (WOTS Program).

CSP 621
Roots of Ritual: Techno-Cosmic Rituals - 1cr
A consideration of ritual as related to the Four Paths of Creation Spirituality. The course will focus on ritual as central to authentic community. Exploring the essence of ritual from its ancient roots through contemporary techno cosmic rituals, students will deepen their understanding of ritual as a vehicle for personal, communal and cultural transformation (WOTS Program).
CSP 622
Technology & Spirituality in a Postmodern World - 1cr
The course traces the evolution of technology in light of the development of western civilization. With technology becoming ever more invasive and complex, the course will address the question of how spirituality can inform a new technological culture based on wisdom and ecological sustainability.

CSP 626
Creation Mystics: Hildegard of Bingen - 1cr
The work of Hildegard of Bingen, twelfth-century creation mystic, poet, composer, scientist and artist, poses questions for our moment of history as well as her own. Students will consider how her writings offer insights for deepening our spiritual and ecological consciousness today (WOTS Program).

CSP 623
New Patterns in Spirituality: A Feminist Perspective - 1-3cr
In a re-examination of traditional theological themes from a feminist perspective, the course is designed to foster healing practices which contribute to a world of connection and relationship. Myths and stories from around the world broaden the student's understanding of the sacred.

CSP 627
Creation Spirituality and the Black Experience - 1-3cr
Creation Spirituality themes and the Four Paths found in the rich literature of the African-American Diaspora will be explored. Included in this study are the works of such writers as W.E.B. DuBois, Langston Hughes, James Baldwin, bell hooks, Maya Angelou, Toni Morrison, Alice Walker, and others. Their works will be examined, as well as art, music, theater and social commentary, for reflections of African beliefs and the creation tradition.

CSP 624
The Christian Mystical Tradition and the Art of Deep Prayer - 1-3cr
An exploration of writings on prayer from great Eastern and Western mystics of the past 1600 years. Special emphasis will be placed on studying and practicing the forms of contemplative prayer. Topics include differences between Eastern and Western understandings, and prayer as action and art.

CSP 628
The Search for Common Ground: Howard Thurman - 1-2cr
The course will examine the ideal of community as expressed through the life and thought of Dr. Howard Thurman. Insights from religious traditions and the Black American sojourn will be utilized to explore the destructive nature of exclusion and the creative possibilities for common ground.

CSP 625A
Mystical Poets and Creation Spirituality - 1-3cr
Participants will study a selection of the world's great mystical poets, such as Rumi, Kabir, Mechtilde, Dickinson and Rilke. Their works will be searched for elements of Creation Spirituality, in particular the Four Paths of spiritual development. Non-textual resources, especially art and music, will also be used.

CSP 629
Folklore and Myth of the African Diaspora - 1-3cr
Participants will explore the myths and tales of West African spiritual traditions. The myths of creation, tales of the deities, and legends of illustrious ancestors will be examined. The wisdom will be drawn from the Yoruba people of Southwest Nigeria to the slave coast of Brazil and the Caribbean.

CSP 630
African American Spirituality — From Antiquity to the Twentieth Century - 1-3cr
The course will illuminate the sources and experiences that have nurtured the African-American soul. It will elucidate the prophetic role of black religious leadership in the struggle for freedom and give glimpses of the humanities through the Black experience.

CSP 631
Soul Issues in World Spiritualities - 2-3cr
Participants will explore the spiritual traditions of Hinduism, Buddhism, Taoism, Christianity, Judaism, Islam, Indigenous native religions, and women's spirituality in so far as these paths address common human issues and problems. Among the themes addressed will be relationship, compassionate service and learning to thrive. Students will cover the wisdom tradition with each path on an experiential level and explore how it speaks to them today.

CSP 632A
Deep Ecumenism - 1-3cr
Deep ecumenism examines what our spiritual traditions have in common concerning the ways of wisdom. Participants will explore common themes of light, creativity, meditation, creation, interdependence, compassion, suffering, and the wisdom that the many spiritual traditions offer concerning these universal human experiences.

CSP 632B
Deep Ecumenism: Spiritual Traditions of the World - 1-3cr
An exploration of the basic teachings and practices of the spiritual traditions of Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism, and Indigenous Religions. The course will emphasize the engaged spirituality within each tradition and how this may be applied to contemporary issues and problems, such as overcoming negative behavior patterns, addictions, stress etc. The result for the participant could be an awakening to compassionate service.
CSP 633A
Sophia, the Biblical Goddess of Creation and Culture - 1-3cr
An introduction to the biblical figure of Wisdom/ Sophia in the Hebrew and Christian scriptures. The course focuses on the way contemporary feminist and ecological consciousness interact within a reading of these biblical texts.

CSP 633B
Historical Jesus and Cosmic Wisdom - 1cr
Recent study of the historical Jesus situates him within the first century Wisdom movements. Students will consider the historical Jesus in relation to Sophia, the biblical figure of Wisdom in the Hebrew and Christian scriptures (WOTS Program).

CSP 634
The Historical Jesus as Ecological Sage - 1-3cr
Over the last twenty years a new portrait of the historical Jesus places him within the first century Wisdom movements. Here Jesus is encountered as a sage who challenges social conventions and asserts the possibility of a human interdependence with the natural processes. The recent thinking of J. Dominic Crossan, Burton Mack, Marcus Borg, Elizabeth Schulesseler Fiorenza, and Robert Funk provide the basis for this exploration.

CSP 635
Prophets - Yesterday and Today - 1-3cr
Prophets from the Judeo-Christian tradition and other religious traditions, and contemporary prophetic voices will be considered. Participants will examine the need for prophecy as well as explore the prophetic voices in their own lives and in contemporary Western civilization.

CSP 636A
Ecospirituality: Perspectives From Ecofeminism and Ecopsychology - 1-3cr
The course will explore our relationship with spirit and the divine through deepened engagement with the natural world. Students will look to Ecofeminism and Ecopsychology for a better understanding of our relationship with the natural world and for ways of healing our relationship with the Earth. The goal is to promote sustainable and mutually enhancing relationships among humans and with the more-than-human world.

CSP 636B
Ecospirituality: Earth Wisdom and Wisdom Traditions - 1-3cr
The course will explore how the crisis of the Earth will transform our faith traditions. Participants will draw on the interwoven strands of Earth Wisdom traditions and contemporary manifestation in Ecopsychology, Ecofeminism and Deep Ecology. The purpose is to develop a ‘sense of place’ and connection with all beings that fosters the self-healing powers in the web of life.

CSP 637
A Cosmological Perspective on Sustainable Communities - 1cr
For fifteen billion years, the universe has been telling itself a story of creativity and abundance. The course will allow students to translate this story into practical tools for personal and community transformation as we enter a sustainable age which has been called the "Ecozolic Era."

CSP 638
The New Science and Cosmology - 1cr
The new sciences of complex systems and self-organization mirror the universe's own co-creative, non-linear processes. Students will explore the emergence of particles, forces, galaxies, stars, and life on earth using this rich perspective (Required for WOTS students).

CSP 639
Feminist Awakening & Women's Spirituality - 2-3cr
The history and roles of women in our culture are examined from the perspective of psychology, spirituality and the arts. The course is a study of feminism: it raises consciousness and engages women in a process of exploring the sacred dimensions of their own stories, their experience of the divine, and their experience of themselves as divine.

CSP 640
Jung and Myth - 1-3cr
The course examines in depth the theories of C.G. Jung, focusing on Jung's major concepts of archetype, collective unconscious, persona, shadow, anima, ego and self. Also covered are the processes of individuation, as well as Jungian approaches to dreams, symbols and myths.

CSP 641
A Post-Modern View of Consciousness - 1-3cr
Mind is much more than brain matter. The emerging science of consciousness demonstrates interactions between mind, matter, and spirit, such as the physical effects of prayer and thought across large distances. This supports a holistic cosmology in which mind/spirit is as fundamental to the universe as are matter/energy and space/time.

CSP 642
Cosmology and The New Science - 1-3cr
The course explores the themes of The Universe Story in greater detail. Participants will learn how emerging concepts in ecology, physics, biology, chemistry, and medicine resonate with a sense of the universe as alive, celebratory and creative.
CSP 643
Psyche, Soul and Spirit: Psychological Development & Spiritual Growth - 1-3cr
The course explores the relationship between spiritual growth and psychological development. Drawing from ancient and contemporary sources for personal growth and spiritual practice, participants will explore the "spiritual direction" of their lives along the paths of Creation Spirituality.

CSP 644
Engaged Buddhism & Liberation Theology - 1-3cr
Many different Buddhist and Christian base communities around the globe are participating in major alternative models of social service and community involvement. Participants will study the philosophical principles and training found in Buddhism by examining inherent codes for body/mind/world interrelatedness which prepare us for compassionate action. In a world of materialistic and competitive values, the class will discuss the alternatives offered by Christian and Buddhist practices.

CSP 645
Buddhist Studies - 1-3cr
This overview course will cover the fundamental principles of Buddhist doctrine, including the Four Noble Truths, the Noble Eightfold Path, the Five Aggregates, Karma, Rebirth, Conditioned Genesis (Paticcasamuppada), the doctrine of No-soul (Annatta), the theories of Mindfulness (Satipatthana). Students will also examine the Theravada, and Mahayana systems, which are the two main forms of Buddhism known to the world today.

CSP 646
The Sufis Journey to Empowerment - 1-3cr
Students will examine themes of spiritual empowerment found in mystical writings from master Sufis such as Mansur Al-Halaj (13th century), Farhadin Attar (12th century), Jelaluddin Rumi (12th century) and Omar Khayyam (10th century). Participants will experience the enchanting atmosphere of beauty which arose during the era of enlightenment and offered support to the principle theme of Sufis: the empowerment of the heart. These contributions became a profound legacy in the Sufis' response to the cultural devastation found in the same period of history.

CSP 647
Creation Spirituality and the Daily News - 1-2cr
Students will examine the top stories of the media from the perspective of Creation Spirituality, thinking about the difference between the sensational and the important, learning to judge what is "news-worthy," trying to develop a critical consciousness and to influence the media to re-invent itself by moving from the cynical to the spiritual.

CSP 648
Integrative Seminar - 1-2cr
The course is designed to offer integrative processes in the Master's program. It includes the opportunity for WOTS students to present their work-in-progress in a particular area of interest related to their Master's study. Creative presentation, dialogue, and response from students and faculty are part of this weekend course (WOTS Program).

CSP 649
The Reinvention of Work I - 1cr
The course will take a creation-centered approach to exploring the participants' experience of work and discovering their work visions. The class will consider how work can be a source of suffering, joy, passion and wonder. Students will focus on how to tap their creativity and compassion to transform themselves, our communities and our planet. Visualizations and meditations will help clarify their personal work visions (Required for WOTS students).

CSP 650
The Reinvention of Work II - 1cr
The second semester of the course takes a creation-centered approach to manifesting the student's work vision in the world. The class will discuss ways to realize their work visions by gathering and organizing useful information, building networks, creating collaborations, planning and communicating projects and assessing outcomes.

CSP 651
Spiritual Psychology - 1cr
The relationship between psychological development and spiritual growth is explored. Participants will consider the insights of Creation Spirituality, spiritual wisdom figures, and contemporary psychology as each illumines our path of psycho-spiritual growth.

CSP 652
Universal Themes in Myths and Dreams: A New Look at Jung and Sacred Narrative - 1-3cr
The course will explore myths, dreams and sacred narratives as they relate to the creation of meaning and wholeness in light of the work of C.G. Jung. Alternating between presentations of sacred narratives and basic tools for archetypal analysis, the class will focus on the integration of these materials.

CSP 653
Compassion Practicum - 1cr
The Compassion Practicum is just that - the practice of compassion, living it in Creation Spirituality. The practicum invites students to become involved in learning sites beyond the campus and in their own communities, where they will join others committed to justice, peace, social change, health, healing and care for our planet. Students spend 20-25 hours learning with others engaged in the restoration and transformation of the Earth community.

CSP 653
Dancing Our Wisdom - 1cr
Trusting the goodness and necessity of movement and reclaiming our birthright of improvisation, participants breathe, dance, sing, and act from the depths of self, culture and cosmos. Students rediscover their body as the language of the soul.
CSP 655
Jewish Mysticism - 1-3cr
The course will explore the basic ideas and practices of the major Jewish mystics - the Kabballists. Students will examine their experiences of God, their mapping of God's creative powers onto human beings, their understanding of the mystical and magical nature of scripture, and their spiritual practices: prayers, blessings, rituals, contemplative techniques.

CSP 656
Urban Spirituality:
The Goddess in the City - 1cr
The course will assist the participants in rediscovering the sacred in an urban context. The ways in which Spirit is moving in the midst of urban reality will be discussed. Drawing on the wisdom of the Four Paths of Creation Spirituality, students will explore the experience of beauty, pain, strength, creativity and justice in a city environment (WOTS Program).

CSP 657
Passages: Rites for Men & Women - 1cr
The course will consider the core elements of rites of passage in an individual's life, recognizing the unique ways in which women and men experience such rites of passage. Students will explore the importance of facilitating with reverence the changes that occur in a woman's/man's life and examine the significance of ritual and community at such times of passage (WOTS Program).

CSP 660
Merton as Mystic and Prophet - 1cr
In the course participants will explore major insights of Thomas Merton, a twentieth-century mystic-monk/prophet, who has been called "A Symbol of the Century." Students will consider both his invitation to deepen their contemplative experience and the challenge of his social critique of the century. (WOTS Program)

CSP 661
Buddhist and Christian Perspectives on Social Change - 1cr
Many different Buddhist and Christian base communities around the globe are participating in major alternative models of social service and community involvement. This course explores commitment to compassion and social transformation from the perspectives of engaged Buddhism and Liberation Theology (WOTS Program).

CSP 662
Deep Ecumenism: Cosmic Christ & Buddha Nature - 1-3cr
While Jesus and Buddha were both historical figures, the presence of each in the world unleashed powerful archetypes of wisdom and compassion that we know as the Cosmic Christ and the Buddha Nature respectively. Students will explore the heart of wisdom in these two great mystical archetypes in order to activate respect, love and a sense of community and service.

CSP 663
Ecopsychology and Sustainability - 1cr
The course examines the relationships of Ecopsychology, sustainability, and engagement with the natural world. It will raise the students' "ecoliteracy" in order to promote sustainable and mutually enhancing relationships among humans and with the more-than-human world (WOTS Program).

CSP 664
Personality, Spirituality & Work: A Jungian Perspective - 1cr
The course will engage students in exploring the dimensions of Jungian personality type (typology) for deeper self-knowledge, understanding of spirituality, and insight into their path of work in the world (WOTS Program).

CSP 665
Deep Ecumenism: Judaism and Buddhism - 2-3cr
Jewish and Buddhist approaches to mysticism are examined. Students will discuss the traditions through their understandings of humanity and divinity, their meditative techniques, their ecological orientations, and their approaches to social transformation.

CSP 667
The Sacred Eroticism of D. H. Lawrence - 2-3cr
Writer D.H. Lawrence celebrated the sacred, eroticism of Tantra, Kabbalah, and the ancient goddess religions. Students will examine Lawrence's exploration of the numinous and revitalizing power of sexuality and also discuss the human and cosmic significance of sexuality.

CSP 668
The Sacred in Modern Literature - 1-3cr
The course will explore how soul, divinity, and spiritual experience have been understood by some of the greatest writers of the twentieth century. Students will read powerful works by writers such as W. B. Yeats, James Joyce, Virginia Woolf, D. H. Lawrence and Doris Lessing.

CSP 669
The Soul of American Literature - 1-3cr
The course will explore how soul, divinity, and spiritual experience have been understood by some of America's greatest writers. Students will examine evocative works by such writers as Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Leslie Marmon Silko, and Toni Morrison.

CSP 699
Independent Study - 1-3cr
With permission, a student may undertake a supervised study of a particular aspect of Creation-Centered Spirituality, Cosmology, the Mystics or other related topics that cannot be researched in any other fashion.

CSP 700
Wilderness Experience - 1cr
Following the two-week CSP 600 Creation Spirituality Intensive, the Wilderness Experience offers students the opportunity to experience several days of refreshment through relaxation and activities in one of the bio-regions of California. The purpose of the retreat is to build community and allow students to reflect on their personal relationship to Nature and the Cosmos.
CSP 701  
Process Group I - 1cr  
All of the work and play that the program offers is directed toward awareness. Process Group I is an opportunity for students to deepen their intellectual and personal journeys that have been awakened by class experiences and ideas.

CSP 702  
Master's Project/Thesis  
Process Group II - 1cr  
The second semester Process Group course offers time to explore with other students the creative process of developing a Master's project/thesis. Students will have the opportunity to sharpen their writing skills, to learn good techniques for research and to give and receive peer support and critique.

CSP 703  
Creating Tech-Cosmic Masses and Rituals - 1-2cr  
In this course students will apprentice with visual-makers, D/I's, tech-ritual artists, and community-builders who are creating Techno Cosmic Masses in the Howard Thurman Ritual Center. Class work will include contributing to these events and learning how to take these skills to other communities.

CSP 704  
Sustainable Communities - 1-3cr  
Students will examine the intersection between environmental sustainability and social justice, looking for ways to help themselves and others improve their own health and prosperity. The course is designed to increase the participants' awareness of ecological and sustainability issues, and to promote critical thinking about our current social and political behavior. It will introduce students to a range of exciting "models" and emerging sustainability projects.

CSP 705  
Creation Spirituality for Children - 1cr  
An experiential exploration of Creation Spirituality with young people from our local communities. Participants will work with the creative processes of art-making, music and creative writing.

CSP 706  
Spirituality and Homelessness - 1cr  
The course will engage the participants in an informational and practical exploration of the spiritual dimensions of homelessness in ourselves, our community, and our universe. It will expand the student's understanding of the anawim as spiritual guides for our time, a central tenet of Creation Spirituality. Participants, advocates who have experienced homelessness, and community colleagues in the field will co-create the course. The course includes class sessions and off-site practicums.

CSP 707  
Building Community Through Celebration: Youth and Creation Spirituality - 1cr  
Celebration as a technique for community building will be examined experientially through contemporary youth dance culture. The course will use ritual, body prayer and a talking circle in each class to create a safe space of communication, and students will work with a group of young people throughout the course.

CSP 708  
Photography and Social Change - 1-2cr  
The course is for students who want to discover and develop ways to use the power of photography in their lives and work. The heart of the course will be students' use of cameras to illuminate social issues in an effort to effect social change.

CSP 709  
Dreams and Social Change - 1cr  
With the support of class forum sessions, participants are required to take their dream work skills out of the classroom and take a role in re-shaping society. Possible venues include hospices, prisons, youth correctional facilities, residential treatment centers, halfway houses, child care centers and public schools.

CSP 730  
Faces of the Soul: Maskmaking and Chi Gung - 1cr  
Chi Gong guides participants into rivers (meridians) in their body into the mystery of the inner being where the Muse awaits. Participants will feel the pulse and rhythm in these depths as the wonders of this scared gather in the revelation of their mask. Integration of Chi Gong, oriental bodywork and art will inspire, evoke and lead to the creation of a totem mask.

CSP 731A  
American Indian Rituals - 1cr  
For tens of thousands of years, Native peoples of the Americas have celebrated their place in creation and the holiness of the land through chants, sweat lodges, dances, dream-sharing, and vision quests. In this course participants will experience the power of these ancient forms of ritual on American soil, which reflect the basic themes of Creation Spirituality.

CSP 731B  
American Indian Rituals - 1cr  
American Indian peoples across North America have always understood and celebrated their place in Creation through various ceremonies, rituals and observations. This course will explore the various spiritual concepts found in the experience of cultural participation and provide the participants with knowledge, understanding and insight into American Indian culture.

CSP 732  
American Indian Traditions - 1cr  
The course involves the student in an experiential exploration of American Indian Traditions, with emphasis on spiritual practices and value systems. Social systems and historical perspectives will be utilized to understand the development of American Indian traditions and spirituality.
CSP 733
Clay, Color and Word - 1cr
Clay is a primal medium of creative expression. Participants will investigate the creative process through touching and being touched by the spiritual dimensions of expression in clay and color. A personal visual vocabulary of symbol, form and image will be developed for growth, joy and a deeper understanding of oneself and the world.

CSP 734
Art and Healing - 1cr
Art and the creative process itself contain a strong healing potential. This course will explore the role of art and its relationship to the healing process, and be put in touch with the life-affirming and empowering forces of creativity and personal expression. Making art will be an opportunity for celebration, transformation and personal healing.

CSP 735
Journeying With The Chakras - 1-2cr
Classical methods of working with the chakras will be explored by drawing on the ancient practices of Tantra and Kundalini Yoga that deal with the integration of sexuality and the development of consciousness. This experiential course will help participants build their own personal spiritual discipline around the chakras in a way that is meaningful and appropriate to western culture and its psyche.

CSP 736
Shabda Yoga - 1-2cr
Shabda Yoga is a matter of inner balance and dialogue. The objective is to use sound in all its forms to gain access to the spiritual consciousness of our ancestors and explore the landscape of human consciousness. Through sacred sounds and the art and science of breath, participants will recover on a deeper level the Divine Presence within ourselves and in nature beyond ourselves.

CSP 737
Singing as Meditation - 1-2cr
The voice is a spiritual tool and is the most intimate expression of our true nature. The voice will serve as the vehicle to explore the effects of scales, modes and ragas as healing properties. The musical discipline will be based on the music of Hildegard of Bingen, Celtic music, and the simple and spiritually moving bhajans of Indian Devotional music.

CSP 738
Judy Chicago's "Dinner Party" - 1-2cr
The course provides women with the opportunity to connect to women ancestors and to develop the feminine principle through personal creativity. The model for this process is the work of Judy Chicago, whose creative piece, The Dinner Party, reclaims the historical and spiritual feminine within Western Civilization. With a communal format—plates and table runners — individual participants will create together a Dinner Party unique to themselves.

CSP 739
Moving Toward Stillness - 1cr
Participants will explore the dynamic relationship between movement and stillness, by engaging in active, often playful, experiences of letting-go, as well as through quiet experience of distillation. Open-ended improvisations invite each participant, according to his/her own timing, to enter the transformative life-dance where body and spirit are one.

CSP 740
Introduction to Group Dream Work - 1cr
The course examines the basic theories and techniques for exploring and identifying the salient features of unconscious life through a focus on the dream. This will provide the student with a basis for extensive self-exploration and increased conscious self-awareness.

CSP 741
Advanced Dreamwork - 1cr
As basic dream concepts are understood, deeper inner work emerges and mythological archetypal images that shape our contemporary individual and collective lives are recognized and discussed.

CSP 742
Dreams and Archetypes of Authentic Gender - 1-2cr
The hidden dimensions of complex and difficult problems are often addressed in creative and productive ways in our dreams. This inner knowledge makes possible an understanding of the relationship between using dreams for personal growth and for resolving our many social problems.

CSP 743A
Creative Body, Creative Spirit: The Ancestors - 1cr
Chi Gung takes you into the depths of the body where hidden treasures await: the integration of yin and yang; the alchemy of water, wood, fire, metal; the mysteries of sounds, temperatures, symbols and inner figures. This process guides the participants to dance with ancestors and whisper with their inner sources as their Chi descends into Gaia, ascends into the heavens, and takes visual and tactile form through creative self-expression.

CSP 743B
Creative Body, Creative Spirit: Totem Animals - 1cr
Chi Gung and oriental bodywork guide the participants into their body depths to bridge creativity and sacred anatomy. From this source flow: the spiral of light and dark; the alchemy of water, wood, fire, metal; and the mysteries of sounds, temperatures and terrains. In this realm the personal totem animals await to embrace, inspire and create. Animal breath flows through the body’s organs, meridians, fascia and skin to shapeshift as sacred ritual art.

CSP 744
Painting as Creative Meditation - 1cr
The course is designed to free up the creative potential within every student. It introduces the philosophy and process of creative meditation to develop technical skills essential to the art of painting, and to impart a method of meditation and ritual which are integral to self-expression.
CSP 745
Dancing Sacred Texts - 1cr
The sacred texts needed for our times will be given a stage so that
the body can process and make
the word flesh in community. This
is a way to experience the quest
for knowledge and to do research
in a far more accessible and
engaging manner than the
conventional reading of sacred
sources.

CSP 746
The Sacred Wisdom of the
Artist: Theo-Kinetics - 1cr
Trusting the goodness and neces-
sity of movement and reclaiming
their birthright of improvisation,
participants will breathe, dance,
sing, and act from the depths of
self, culture and cosmos. The body
will be rediscovered as the lan-
guage of the soul.

CSP 747
The Art of Ancestral
Drama - 1-2cr
The course introduces the partici-
ants to the theology, folklore and
art of ancestor reverence in the
traditions of West Africa. The
emphasis will be on the role of
women and the variations of these
rituals performed in modern times.

CSP 748
Women's Rites of
Passage - 1-2cr
The course will discuss the basic
components of rites of passage. It
will focus on the importance of
facilitating with reverence the
changes that occur in a woman's
life. The ritual practices of women
in the West African Diaspora will
serve as examples for understanding
the function of rites of passage.

CSP 749
Men's Rites of Passage - 1-2cr
The rise of anger, frustration and
despair that feeds the souls of
many young men, often school
drop-outs, can be affected by Rites
of Passage conducted by elders,
who assist the youth in their quest
for a personal vision of inner disci-
pline. In this course a multi-cultural
leadership team will bring men
together to heal themselves and to
prepare them to gift younger men
with Rites of Passage.

CSP 750
Elements of African
Ritual - 1-2cr
Descendants of West Africa pro-
vide the basic elements of today's
African spirituality in Europe,
Brazil, Haiti and the United States.
The course will open the door for
participants to these ancient tradi-
tions and spiritual practices.

CSP 751
The Camera as Illuminator
and Companion - 1cr
Participants in the course will begin
to see in new ways, gain a level of
comfort with the tools and equip-
ment of photography, view the
camera as friend, expand technical
skills, and become more aware of
the power and joy of photography.

CSP 752
Movies as Spiritual Resource - 1cr
Movies are far more than enter-
tainment. Students will view, study
and critique selected powerful
films within the theological fram-
ework of Creation Spirituality.
Students will appreciate films as
significant resources for spiritual
insight, and participate in actions
to encourage and challenge the
movie industry to be socially
responsible.

CSP 753
The Computer as
Useful Friend - 1cr
Students will become their own
graphic producer and see the com-
puter as a useful "second self" rather
than an intimidating tech-
nology. The course will use the
Microsoft "Power Point" program,
which allows students to produce
high quality animated presenta-
tions and published
communications, such as flyers and
newsletters.

CSP 754
Drum Time, Dream Time,
Drama Time - 1cr
Combine the sacred arts of tradi-
tional African Drumming with
contemporary group/dream work
in order to return the drum to its
rightful place as a tool for inner
exploration and healing. Each par-
ticipant will weave their story
and eventually personalize an ele-
ment of it into a mask for group
ritual.

CSP 755
Dances of Universal Peace:
Dancing for Community - 1-2cr
The Dances of Universal Peace is a
form of sacred circle dancing and
singing which nurtures the com-
munity and the individual. Simple
dance movements set to
mantra singing from a variety of
traditions form a living mandala.
The participants will call upon the
expressive arts in order to explore
and clarify their experience of the
sacred.

CSP 756
Massage as Meditation - 1cr
Deeper reverence for the body
through basic massage techniques
sets the context for this course.
Participants are encouraged to use
the activity to explore their rela-
tionship to Self, Other and the
Universe with touch as the
metaphor. These skills will increase
the awareness and integration of
the physical, emotional, intellectual
and spiritual lives of both giver and
receiver.

CSP 757
American Indian Wisdom:
History, Story and
Literature - 1cr
The course will explore the history
of American Indians with reference
to tribes, customs and relationships
to the land. The oral tradition, stori-
es, myths, and legends are part of
the course, as well as the body of
helpful literature that can open to
new ways of seeing and under-
standing creation and life.

CSP 758
T'ai-chi Ch'uan and Art:
The Tao of Creativity - 1cr
Cultivate the body's internal energy
of "Chi" and learn to heighten its
awareness. Through gentle exer-
cises which enhance balance and
agility, improve suppleness and
stimulate the immune system, par-
ticipants will experience a
completely new way of being in
and working with their bodies.
CSP 759
The Art Of Contemplative Prayer - 1cr
Prayer is an art that demands all our attention in the present moment. To achieve this level of concentration, a variety of methods can be used. To deepen the art of prayer and mystical experience, the class will focus on meditation and other practices from both the East and the West.

CSP 760
Urban Shamanism - 1cr
Participants will embark on an audio and visual spiritual journey with the gifts of music, dance and art that are coming from a contemporary urban street culture. From contemplative to high-energy dance, the wide variety of musical styles emerging from raves and world music provide the contours of this course.

CSP 761
Prayer Practice - 1cr
Prayers and readings will be taken from a wide variety of the world's religions and spiritualities, such as Christianity, Judaism, Buddhism, and Hinduism, and the Celtic, Native American, Goddess, Mayan and African indigenous traditions. Participants will maintain a prayer journal, will write their own prayers, and will interview people about their prayer lives.

CSP 762
Rhythmic American Poetry: Rapping for Beginners - 1cr
The course will explore the African-American art of rap as a form of storytelling and celebration, and a vehicle for personal, political, spiritual, and cosmological expression. Students will listen to rap music, learn the basic techniques, and explore lyrical-writing and rapping in a supportive creative environment.

CSP 763
Transformational Theater as Healing Ministry - 1cr
Students will discover myths that make up the fabric of their lives. Through the creative components of transformational theater, humor, pathos, creative movements and music, the participants will communicate particular stories as an expression of the principles of Creation Spirituality.

CSP 764
Ritual Theater and Creative Writing - 1cr
Participants will find their deepest images and truest selves by journaling, writing and improvisational expression. This spiritual practice is as old as human imagination itself. The course will provide opportunities through meditation, Chi Gung and ritual-making to free the artistic mind from which creative writing springs.

CSP 765
Sculpture As Meditation - 1cr
Participants will create sculpture in this art-as-meditation course using a variety of media (pencil, oil pastel, modeling clay, wood). Students will be encouraged to talk about the work created in class.

CSP 766
Art and Social Change - 1-3cr
Students will examine the role of art and the artist in society with special emphasis on social change. Readings from the required book list will provide a contextual background for the class discussion. Students are encouraged to start personal projects or bring completed works of art that they have created.

CSP 767
Personal and Community Rituals: East Meets West - 1-2cr
The profound and well developed practices of personal and community rituals of India will inspire the participants to create and develop their own meaningful rituals. The course context will be Western culture and spirituality, particularly concerning the use of technology.

CSP 768
Spirituality, Diversity and Social Change - 1cr
Participants will view and discuss a variety of films which demonstrate the changing images of people of color, their cultures and their spirituality in the American media. Films to be screened include Daughters of the Dust and Sankofa.

CSP 769
Creating Rituals from the Jewish Tradition - 1cr
The course will address questions of community and personal authenticity by creating personal and community rituals in the spirit of the Jewish tradition embodied in the contemporary Jewish Renewal Movement.

CSP 770
Voluntary Simplicity and Societal Transformation - 1cr
Students will explore the personal and societal dimensions of the transformation to an ecologically, socially, and spiritually sustainable culture. The starting point will be the voluntary simplicity movement and its powerful tools for simplifying participants' entanglements with time, money, and career. The reduction in clutter allows people to be fully present for love, community, and the work of social and ecological restoration. There will be a series of assignments which ground this transformational work in each participant's own life.

CSP 771
Vipassana Meditation - 1cr
The course will examine how the mindstream can be continually purified and kept stable by the unflinching practice of mindful observation. This meditative practice, that arises from the concentrations on breath, mindfulness and walking, will provide a fundamental hygiene of spirit and lessen stress in the participants.

CSP 772
Spirituality, Folklore and Theater - 1cr

CSP 773
Meditations on Gathering and Parting - 1cr
The course uses improvisational movement, circle dances, writing and drawing to help students at the beginning of the semester come together as a learning community with new people and new stories. At the end of the semester, the course uses these expressive media to celebrate students' passages and to process the many feelings that accompany parting (WOTS Program).
CSP
Way of the Artist: Freeing the Voice of the Soul - 1cr
Students will explore the transformative powers of deep listening and contemplatively play to liberate the voice of the soul for spiritual awakening, healing, and intuitive living. Heart-full approaches to rekindle our creative fire may include: silence and loving inquiry, authentic movement and sound meditations, soul-writing and poetry, dream art and mandala drawings, improvisation and ritual enactments.

CSP
Leadership and the New Science: Discovering Order in a Crazed World - 1cr
The world may seek organization, but it doesn’t need humans to organize it. There is a simpler way to organize human endeavor. It requires a new way of being in the world: being without fear; being playful and creative; seeking after what is possible in an inherently orderly world; being willing to learn and be surprised! The simpler way summons forth what is best about us, and identifies us as creative seekers of meaning, who are less serious but more purposeful about our lives. It asks us to understand human nature differently, more optimistically. Participants will challenge conventional wisdom and themselves as they search for leadership in the context of the New Science.

CSP
Prejudice, Culture & Social Change (Urban Spirituality) - 1cr
The course explores how the dynamics of prejudice and cultural identification, present in all of us, can both invite and resist social change. A combination of meditative/reflective techniques, readings, and discussion of theoretical and spiritual literature provides the basis for student experience.

CSP
Images of Divinity:
The Black Madonna - 1cr
Who is the Black Madonna? What does this mysterious, dark figure represent, and what is her relationship to other cross-cultural, dark female images of divinity? The course will explore positive, dynamic, and powerful images of dark female deities. It will ask the student to consider the significance of images of the benevolent dark mother as they are surfacing today in many people’s awareness and dreams, and how cross-cultural traditions can help revalue darkness to break through racial prejudice.
OAKLAND FACULTY

OAKLAND CORE FACULTY

Charles Burack
B.A. Psychology,
M.A. Human Development, University of Chicago,
M.A. English, Northwestern University,
Ph.D. English, University of California, Berkeley
Charles Burack specializes in interdisciplinary studies in literature, mysticism, mythology, and psychology. He has taught at U.C. Berkeley, St. Mary's College, John F. Kennedy University, and Lerhaus Judaica. Founder of Center for Sacred Arts, which offers spiritual/career counseling, writing coaching, and experiential workshops on creative writing, meditation, and spirituality of work. He is a member of Tikkun magazine's editorial board and a published author of stories and essays on spirituality of work. Charles is a former rabbinal student who has worked as a psychology researcher, employee relations specialist, strategic planner, and communications consultant.

Marlene M. DeNardo
B.A. College of Notre Dame, Belmont California,
California State Teaching Credential,
M.A. in Culture and Creation Spirituality,
Holy Names College
Marlene DeNardo has done advanced study at Universidade Catolica, Facie, Brazil, and the Centro de Formacao Intercultural, Petropolis, Brazil. She spent many years as a teacher, community organizer and resource person in Latin American and African countries. She has been on the Creation Spirituality program faculty/administration since 1986. Her areas of specialization are spirituality and social justice, women's studies and ecology, liberation theology, and education.

Matthew Fox
M.A., Aquinas Institute of Theology,
Ph.D., Institute Catholique de Paris,
Post Doctoral Studies, University of Munster
Matthew Fox has over twenty-five years of teaching and international lecturing experience. He is the author of 24 books on culture and spirituality which have been translated into many major languages, including the popular titles: Original Blessing: The Coming of the Cosmic Christ; The Reinvention of Work; and most recently Sins of the Spirit, Blessings of the Flesh. Matthew contributes numerous articles on Creation-Centered Spirituality to American and European journals and he is in continual demand as a keynote conference speaker. He teaches and mentors large numbers of students as President of the University of Creation Spirituality which he founded in Oakland, California. He is an ordained Episcopal priest.

Clare S. Ronzani
B.A., College of Notre Dame,
M.A., Graduate Theological Union, Berkeley
Clare Ronzani's areas of specialization and teaching experience include: Liberation spirituality; integration of spirituality with psychology and the arts; Jungian personality theory; adult learning methodology and process education; women's studies and ritual; and justice-making. She is Director of the Weekend Program for the Master of Liberal Arts Degree of Naropa University, Oakland Campus. From 1984-97, she taught at the Graduate Theological Union in Berkeley and was Co-Director of the Institute for Spirituality and Worship at the Jesuit School of Theology at Berkeley. Prior to this she was Associate Director, San Francisco Network Ministries, and Coordinator of "The Bible and the Streets," at the Tenderloin Reflection and Education Center. Clare has conducted retreats and workshops in South America and Africa.

OAKLAND ADJUNCT FACULTY

Anita Barrows
B.A., San Francisco State University,
M.A., Boston University,
M.A., University of California, Berkeley,
Ph.D., The Wright Institute
Licensed clinical psychologist with a specialty in the treatment and evaluation of children with neuro-developmental disabilities and sexual abuse. Adjunct professor at the Wright Institute, Berkeley. Author of articles on Ecopsychological Approaches to Child Development and Asperger's Syndrome. Co-translator of Rilke's Book of Hours (German to English). Active in the development of inter-disciplinary studies of psychology and ecology.

Dorsey O. Blake
A.B., Brown University,
M.A., Pacific School of Religion and the Center for Urban-Black Studies,
M. Div., Pacific School of Religion,
D. Min., United Theological Seminary
Rev. Dorsey Blake serves as Pastor, Church for the Fellowship of All Peoples, San Francisco, CA. He is also the Director of the Doctor of Ministry Program at the University of Creation Spirituality. He was Director at the Center for Urban Black Studies, Graduate Theological Union, Berkeley, 1977-95, and adjunct faculty, California Institute of Integral Studies in 1996. Dorsey also served as co-director, United Campus Ministry, Ohio State University, 1980-87, and was the first full-time African-
American male professor at the University of Alabama 1972-77. His extensive ministry field experience includes work with interfaith groups on justice and peace issues. He is a personal student of the great African-American theologian and mystic Dr. Howard Thurman.

**Peter Brokenleg**
Liberal Arts course work, Augustana College, A.A., Northwest Institute/University of Minnesota, B.S., Bastyr University
Traditionally educated Sicangu Lakota (Rosebud Sioux) Native American, Peter Brokenleg is a traditional dancer and singer. He has extensive counseling and teaching experience with Native American social service and educational organizations, as well as extensive healthcare experience from 1984-today. He is a fluent speaker of the Lakota language.

**Daniel Buford**
Adult Education Credential, Communication & Arts and Crafts, State of California
Rev. Daniel Buford is an ordained minister, a graduate of Temple Bible College of the Trinity Missionary Baptist Church. He did three years of graduate study in African-American History and Linguistics, Xavier University, Union For Experimenting Colleges and Universities Graduate Program, Cincinnati, Ohio. With over twenty years of experience as a minister, Rev. Buford also has over fifteen years experience as a teacher. A professional exhibiting artist, he was an artist and multi-cultural studies instructor at San Bruno County Jail, California and the Milpitas School District, Adult Education, 1990-95. He has been a faculty member at Xavier University, Union For Experimenting Colleges and Universities, and a visiting Lecturer at the University of Cincinnati, and New College of California, San Francisco.

**Ken Buttigan**
B.A., University of San Diego, History, B.A., University of San Diego, English, with a year of study at Oxford University, M.A., Jesuit School of Theology, Graduate Theological Union, Berkeley, Ph.D., Graduate Theological Union, Berkeley
Ken Buttigan is an adjunct professor at the Franciscan School of Theology, Graduate Theological Union, Berkeley, CA where he teaches courses on spirituality and active nonviolence. He is finishing his Ph.D. in the history and culture of religions at GTU. He is also the director of From Violence to Wholeness, a project of the Pace e Bene Francis Center for Nonviolence. Ken is an activist with emphasis on justice-making, social transformation, and liberation theology. In 1984, he co-edited, Cry of the Environment: Rebuilding the Christian Creation Tradition.

**C.Y. Kaleo Ching**
B.F.A., University of Hawaii, M.A., University of New Mexico
Kaleo Ching is a professional studio artist, Certified Acupressurist, T’ai-chi Ch’uan practitioner, author, and teacher integrating artistic creativity and spirituality. He teaches the healing process of Chi Gung and Ritual Art in the Bay Area, and has extensive experience in schools, at conferences and in jail programs. His art has been exhibited extensively around the country and he has won several awards for artistic accomplishment.

**Adriana Diaz**
B.A., Calif. State Elementary Teaching Credential, California State University, Hayward, M.A., Holy Names College
Adriana Diaz studied psychology at the C.G. Jung Institute in Zurich, Switzerland 1972-3. She is a lecturer, writer and workshop facilitator at colleges and rehabilitation centers on art, healing and personal development. A professional exhibiting artist with works being shown in California, New Zealand, and New Mexico at prominent schools and galleries, she contributes articles to many magazines and serves on the advisory boards of many socially-involved organizations. She is the author of the book Freeing the Creative Spirit.

**Lawrence L. Edwards**
A.B. Occidental College, Chemistry, Ph.D., Harvard University, Chemical Physics, Post-Doctoral Fellow, Harvard University.
Larry Edwards is the Director of Earth Literacy Academic Program at Genesis Farm Earth Literacy Center. He also teaches in the department of Philosophy, Cosmosology and Consciousness at the California Institute of Integral Studies. He worked with the National Science Foundation in several research and management positions for nearly 20 years and taught chemistry at American University in Beirut, Lebanon and at California State University at Northridge. He is the author of many scientific articles, as well as a contributing to Arab Resources: Transformation of a Society.

**Dale E. Ellis**
B.A., Pomona College, M.A., University of North Carolina, Chapel Hill, Ph.D., North Carolina State University
Dale Ellis' areas of specialization include ecopsychology, clinical child psychology, geriatric psychology, developmental disabilities, and mood disorders. A licensed psychologist, he has twenty-years of experience in clinical psychology. He is also Director of the Center for Eco-Psychology which runs wilderness retreats.
M. Cristina González
M.A., State University of New York, Buffalo,
Ph.D., University of Texas, Austin
Ph.D., Speed Communication, University of Texas, Austin.

M. Cristina González specializes in interpersonal communication and qualitative methodologies in the study of language, culture and health communication. She has emphasized the ways in which the various forms of social organization affect our spiritual and material well-being. She has worked with Native American and Chicana community-based groups on issues of recovery from generational cultural oppression and the restructuring of organizations and methodologies to reflect and an Earth-based, creation-centered reality.

Gina Rose Halpern
B.F.A., Rhode Island School of Design,
Graduate study, A.M., Cranbrook Academy of Art,
M.A., Holy Names College

Gina Rose Halpern has over ten years of experience creating and implementing programs for art and healing at health care facilities and educational institutions. She served as art faculty in Ceramics & Sculpture, Buckingham, Browne & Nichols School, Cambridge, MA, 1983-94. She is the author and illustrator of a bilingual children’s book entitled, Where Is Tiber? Illustrator of The Meaning of Life from a Buddhist Perspective written by H.H. the XVth Dalai Lama of Tibet and the recipient of numerous awards including: Earth Watch Artist Fellowship for work in Nepal and a Culpener Foundation Grant.

Jacqueline B. Hairston
B.A., Howard University,
M.A., Columbia University

Jackie Hairston is the former head of the music department at Merritt College, Oakland, CA. An internationally known composer and arranger of Gospel, Jazz and Broadway show tunes, she received a Certificate of Honor from the San Francisco Board of Supervisors for her work with youth.

Sister Jose Hobday
M.A., Notre Dame,
M.A., Notre Dame,
M.S., UCLA

For thirty years Sister Jose has written and lectured nationally and internationally in the areas of Native American Spirituality, prayer, Ecumenical Studies, simplicity of life, creation spirituality, women’s issues, peace and justice. She is the author of many publications and audio cassettes including Simple Living and Seeking a Molt Heart: Native American Ways for Healing the Spirit.

Shanja Kirstann
M.S.W., University of Syracuse

Shanja Kirstann has done postgraduate training with Jean Houston, Angelies Arrien, Marian Woodman (C.G. Jung Institute, Switzerland), and Gay Hendricks. She has over 25 years of teaching experience in Bay Area universities. As a transpersonal psychotherapist in private practice she does life coaching and body-mind integration using eastern, western and indigenous spiritual practices.

Genevieve Lim
B.A., San Francisco State University
M.A., San Francisco State University

Genny Lim has twenty years experience as a poet, instructor, lecturer and artist in residence. She also works as a copy editor, scriptwriter, project investigator and freelance reporter. She is the recipient of many awards for her creative written collaboration in theatre performance since 1986, including John D. Rockefeller Foundation Award 1997; Distinguished Award for Culture, The San Francisco Culture Center Foundation, 1996.

Joanna Macy
Lycee Francais de New York,
B.A., Wellesley College, Inst. De Sciences Politiques, University of Bordeaux,
Ph.D., Syracuse University

Joanna Macy has developed an international following as a speaker and workshop leader on Buddhist philosophy, systems theory, and deep ecology. She has held positions with the U.S. Department of State and the National Urban League. Over the past 35 years, her work has been for the healing of our world with an emphasis on empowerment for social change and deep ecology. She is the author of numerous articles and seven books, including: Coming Back to Life: Practices to reconnect Our Lives, Our World (with Molly Young Brown); World as Lover, World as Self; and Despair and Personal Power in the Nuclear Age.

Michael Mansfield
B.A., St. Louis University,
M.Div., Graduate Theological Union,
Post-graduate Diploma in Theatre Arts, Arts Educational Schools, London,
D.Min., (candidate), University of Creation Spirituality

Michael Mansfield has 18 years of experience as a youth educator, liturgical ritual director and dance teacher, and served as a chaplain for 8 years. He has led the Learning Through Education and the Arts Program (LEAP) in the Bay Area and has six years of teaching experience as a faculty member at the Graduate Theological Union, Berkeley. He spent two years as a faculty member and campus minister at Holy Names College, Oakland. Michael also facilitates programs with inner city youth bringing ritual and interfaith awareness into liturgical expression.
Jill Martin
B.A., California State University, Fullerton,
M.A., Holy Names College

Jill Martin has extensive media production experience, as well as experience working with diverse communities and organizations. Over four years, she has produced and directed Techno Cosmic Masses and Rituals. She is a post-modern artist, instructor, and consultant who combines her talent in media arts with her passion for social justice to develop techno rituals that support personal and cultural transformation.

Ana Matt
B.A., Psychology, California State University
Ph.D., candidate, Graduate Theological Union

Ana Matt study has included: on-site study in Judaism, Buddhism, Hinduism, Islam & Christianity, in view of doctoral work, as well as undergraduate and graduate teaching experience at Graduate Theological Union Berkeley, University of California at Santa Cruz, Holy Names College, Oakland, One year of research and coursework in Christianity, Judaism and Islam at Hebrew University, Jerusalem, 1990-91. Bible and Intensive Modern Hebrew at University of California Berkeley; Master-level courses in Bible, Christianity and Judaism at Graduate Theological Union 1984-87. Coursework in Bible and Judaism and Intensive Hebrew. Hebrew University, Jerusalem 1983-84. M.A. coursework in Christianity, Judaism and Hebrew, Graduate Theological Union, 1981-83. Two years of text study of Buddhism in Sri Lanka. 1979-81. Two years of text study of Hinduism in India. 1977-79. Two years of study of Islam, The Center For Islamic Studies, Hawaii 1974-76.

Betty McAfee
B.A., Wilson College, Elementary Teaching Credential, California State University, Hayward,
M.A., Holy Names College

Betty McAfee is adjunct faculty at Starr King School for the Ministry, Graduate Theological Union, Berkeley. She has twenty years experience as an elementary school teacher. Her professional, exhibiting photographer and film-maker titles include: Waking Up: One Woman's Lifestyle multimedia presentation, 1994-present and What's the Cost of Your Blouse? She was the video production recipient of the 1992 National Educational Media Bronze Apple Award.

Judith McKinnon
Certified Massage Therapist, Gamma School of Massage

Judith McKinnon is a world renowned educator and innovator in the field of bodywork, massage and somatics. She is the founder and director of a successful private post-secondary vocational school of massage and bodywork, training thousands of students from around the world; graduate credit for this work has been granted by schools of psychology and theology. Judith pioneered the creative use of touch in working with addictive disorders, major traumas, family therapy and spiritual counseling.

Rolf Osterberg
J.D., University of Stockholm

Rolf Osterberg is an executive and senior management consultant, an author and lecturer, and has worked developing innovative management philosophy and practices. He is the former CEO of Scandinavia's largest film company Svensk Filmindustri, and former president of the Swedish Newspapers Association. Rolf has served on the Board of 20 companies in the field of mass media, manufacturing, real estate, and hotels. He is the author or co-author of several books including Search for Meaning in the Work Place, and Corporate Renaissance.

Russell Paul
College of Technology and Engineering, Madras, India

Russell Paul spent five years of intensive study of philosophy, spirituality, mysticism, monasticism, comparative religion, Sanskrit and Indian Classical music at the Benedictine Monastery and Christian Ashram of the highly regarded monk Dom. Bede Griffiths. He has a deep knowledge of Indian culture, music and religion and has extensive international workshop and teaching experience. He is an on-going practitioner of Shabda Yoga (the yoga of sound and music).

Ana Perez-Chisti
B.A., Mills College,
M.A., Holy Names College,
Ph.D., California Institute of Integral Studies

Ana Perez-Chisti is a Sufi Movement International linkage holder and interfaith minister, as well as a writer, lecturer and practicing psychologist. Trained as a dancer, yogini, and martial artist she holds the degree of black belt in Karate. Director of an Inter-religious school for scriptural studies in world religions for 20 years, she has held directorial posts in government Food Dispersal Programs, and Prison Library Projects. Extensive travel around the U.S. and Europe teaching seminars in Sufism, Christian Mysticism and Buddhism. Ana is also an adjunct faculty member at the California Institute of Integral Studies.

Robert Rice
B.F.A., M.A., Kent State University,
M.A., University of Louisville

Robert Rice has done independent study of modern dance at the University of Minnesota and with numerous New York choreographers. He has studied dance therapy and has 30 years of college level teaching experience giving workshops on dance and Creation spirituality internationally.
Peter Russell
Ph.D., Cambridge University

Peter Russell earned degrees in theoretical physics, psychology, and computer science at the Cambridge University. He was one of the first to introduce personal development programs to corporations, and has been a keynote speaker at many international conferences. He created the award-winning videos The Global Brain and The White Hole in Time and is the author of ten books, including the bestseller The Global Brain, Waking Up in Time, and The Consciousness Revolution.

Jyotnna Sanzgiri
Bachelor of Commerce and Economics, Bombay University,
M.B.A., Tulane University,
Ph.D., University of Pittsburgh

Jo Sanzgiri has been the Dean, Organizational Programs at the California School of Professional Psychology, Alameda since 1993. She is also Professor of Organizational Psychology, California School of Professional Psychology. She served as Academic Vice President and Professor of Business Administration, Armstrong University Berkeley, California from 1985-88. She is author or co-author of many articles published in academic journals.

David Sharp
B.F.A., University of Southern California
M.Div., San Francisco Theological Seminary
D.Min., University of Creation Spirituality

Rev. David Sharp is a minister, church pastor, teacher, writer, motivational speaker and performance artist. He has performed as an actor, singer and dancer on Broadway and in numerous television and film productions. He has taught in the field of performing arts and culture at the University of Southern California and U.C. Berkeley. He has spoken and performed internationally at a wide variety of venues. Currently, through his motivational speaking company, he uses the concept of “inretainment” to teach spirituality through the performance arts.

Bruce Silverman
B.A., Washington University,
M.A., John F. Kennedy University

Bruce Silverman has been practicing Afro-Cuban/Haitian, Brazilian, drumming study with Marcus Gordon from 1986-87, North Indian Classical music/drumming, Ali Akbar Khan School of Music, Marin County CA, 1984. He is a performer with Batacaje, Brazilian Folkloric Ensemble and co-founder and director of the Performance Troupe Sons and Daughters of Orpheus.

Jeremy Taylor
B.A., M.A., S.U.N.Y. at Buffalo,
D.Min. (candidate) University of Creation Spirituality

Jeremy Taylor is the renowned author of many books including: The Living Labyrinth, Dreamwork, Where People Fly and Water Runs Uphill. He was the former director of the Marin Headstart Program and is a leading researcher and teacher in the field of dreams, Jungian psychology, mythology and spirituality. Jeremy serves as a faculty member at the Institute of Transpersonal Psychology, St. Mary's College, Starr King School of Ministry, and the Graduate Theological Union.

Luisah Teish
Honorary Ph.D., Open International University Institute of Human Sciences

Luisah Teish holds an Interfaith ministers license with the World Council of Churches. She is an initiated elder in the Ifa/Orisha tradition of West Africa. A published writer on the subject of women’s rites of passage, ritual and spirituality, Luisah is a Professional performer who invokes ancestral stories and sacred expression in many venues including: theatres, schools, community centers, and churches. She also works as a professional spiritual and creativity counselor and is a faculty member at the California Institute of Integral Studies.

Gayle Edmisten Watkin
B.S., Oklahoma State University,
M.S., Oklahoma State University,
M.A., with a Creation Spirituality Emphasis, New College of California

Gayle Watkin has over 20 years experience in environmental science and consulting, ecological research and sustainability. She is widely published in the area of environmental science and toxicology and has developed numerous classes and training programs related to environmental sciences, spirituality, personal transformation and other topics. Her most recent activities have focused on environmental, social, and individual/personal issues in the transition to sustainable development. She advocates the use of “integrated” environmental management and consideration of ecological, ethical/social, economic and spiritual/psychological issues in environmental decision-making.
OAKLAND VISITING FACULTY

David Abram
B.A., Wesleyan University,
Ph.D., State University of New York, Stony Brook
David Abram is the author of a major eco-philosophical book entitled, The Spell of the Sensuous: Perception and Language in a More-than-Human World which received the 1996 Lannan Literary Award. He is also the recipient of scholarly fellowships from the Rockefeller and Watson Foundations and has worked with indigenous healers and elders in Nepal, Indonesia and the Americas. UNE Reader named him as one of the 100 leading visionaries currently transforming the world.

Carl Anthony
B.S., Columbia University
Carl Anthony is professional architect and environmentalist who strives to interweave the traditions of Martin Luther King Jr. and John Muir. Executive Director of the Urban Habitat Program that encourages and supports multicultural urban environmental leadership for sustainable communities in the Bay Area. He is past president of Earth Island Institute and a fellow at the John F. Kennedy School at Harvard University.

Stuart Cowan
B.S., Simon Fraser University,
Ph.D., University of California Berkeley

Nelli Douglas-Klotz
Nelli Douglas-Klotz is an independent scholar and international lecturer of religious studies and psychology. He is co-director of the Institute for Advanced Learning in Edinburgh, Scotland, is the founding Director of the International Network for the Dances of Universal Peace, and is also a member of the Steering Committee of the Mysticsm Group of the American Academy of Religion. He taught at the Institute in Culture and Creation Spirituality from 1985-1995. He is the author of Prayers of the Cosmos, Desert Wisdom, The Hidden Gospel: Decoding the Spiritual Message of the Aramaic Jesus.

Clarissa Pinkola Estes
Ph.D., Union Institute
Clarissa is a senior Jungian analyst who has practiced and taught for twenty years. She is the former executive director of the C.C. Jung Center in Denver and has a doctorate in multicultural studies and clinical psychology from the Union Institute. She is the award winning author of Women Who Run With The Wolves and is an artist-in-residence in Colorado.

China Galland
B.A., University of Dallas,
M.A., University of Dallas
China Galland is an award-winning author and scholar of comparative religion, and lectures widely on the topic of the divine feminine. She is currently a research associate at the Graduate Theological Union in Berkeley and is the founder and director of the Images of Divinity Reseach Project. She has worked as a university lecturer and a wilderness guide. Her books include: Longing for Darkness: Tara and the Black Madonna; Women in the Wilderness; and The Bond between Women: A Journey to Fierce Compassion.

Theodore Roszak
Ph.D., Princeton University
Theodore Roszak recently retired as Professor of History at California State University, Hayward. He is a popular lecturer and the author of several best-selling books, including: The Making of a Counterculture; The Voice of the Earth; The Memoirs of Elizabeth Frankenstein; The Gendered Atom: Reflections on the Sexual Psychology of Science.

Starhawk
M.A., University of California, Los Angeles
Starhawk is a popular writer, teacher, counselor, political activist, non-violence trainer and leader in the Wicca tradition. She is a founding member of Reclaiming: A Center for Feminist Spirituality and Counseling in San Francisco. She is the author of several books, among these, The Spiral Dance: A Rebirth of the Ancient Religion of the Great Goddess; The Fifth Sacred Thing; The Pagan Book of Living and Dying: Practical Rituals, Prayers, Blessings and Meditations on Crossing Over.

142 Faculty: Oakland Faculty
Hal Taussig
M.Div., Methodist Theological School, Ohio
Ph.D., Union Graduate School
Rev. Hal Taussig is an ordained United Methodist minister and has pastored experiential congregations for many years. He is on the graduate faculty at Chestnut Hill College in Philadelphia and at the Reconstructionist Rabbinical College in Pennsylvania. He has authored several books, including: Reimagining Christian Origins; Many Tables; Sophia’s Feast; Jesus Before God.

Margaret Wheatley
M.A., New York University
Ed.D., Harvard University
Since 1973, Margaret Wheatley has been a writer, lecturer, organizational consultant and researcher, a public school teacher, an urban education administrator, a Peace Corps volunteer in Korea, and dedicated global traveler. She is President of the Berkana Institute and a principal of Kelbner-Rogers & Wheatley Inc. She has worked with an unusually broad variety of organizations on five continents on maintaining their integrity and effectiveness as they cope with relentless pressures for speed and change in chaotic environments. She is author of the 1992 award-winning book and video entitled Leadership and the New Science.
CERTIFICATES OF
GRADUATE STUDY
AND/OR EMPHASES FOR CURRENT MASTER'S STUDENTS OR
EMPHASES FOR CURRENT MASTER'S STUDENTS

General Information
Certificates of Graduate Study in the areas of Gerontology and Long-Term Care, Ecopsychology and Somatic Psychology are available to non-matriculated students. The individual department administers each program and certificates are granted upon the completion of a structured program of 15 - 20 semester hours of graduate courses. Graduate Certificates are designed, for the most part for professionals who already have a Master's Degree in a related field, or who are pursuing a Master or Ph.D. at a university other than Naropa. Please refer to each department's section in this catalog for program content and course format. Contact the Admissions office for admissions requirements and procedures. The certificate course of study is also available to currently enrolled Master's students as an emphasis within their primary field of study. Professionals who successfully complete all program requirements will receive a Certificate of Graduate Study. Currently enrolled Master's students would not receive a certificate upon completion of the course of study, but rather the emphasis would be listed on their transcript and diploma as part of their Master's Degree.

Students must receive a minimum grade of B- in each course and maintain an overall G.P.A. of 3.3 to earn a certificate of completion. Students who complete a certificate program do not participate in graduation exercise on campus but are mailed their certificate within three months of completion of their last course. Thesis study, independent study and internships are not available to participants in certificate programs. There is a four-year time limit to obtain the certificate. After the program of study is completed, the student and the advisor meet to determine that all the requirements for the certificate have been completed.

The Certificate of Graduate Study is signed by the Department Chair, Vice-President of Academic Affairs and President of the University.

Admission
All Graduate admissions policies apply. Please refer to the Admissions section in this catalog. Graduate Certificate students are admitted on a non-degree seeking status. Students may apply at any time but all programs start during the fall semester. In general Graduate Certificate applicants must have a Master's Degree in a related field. In some cases a Bachelor's degree and experience in the field may be substituted for the Master's Degree. If a student is currently enrolled in a Master's program at Naropa and wishes to pursue a certificate course of study as an emphasis, they need not go through admissions, but rather complete a Declaration of Emphasis Form in the Registrar's office. Approval of the Department is required.

Financial Aid
Financial Aid is not available for Certificate Programs, unless one is a currently enrolled Master's student pursuing a certificate course of study as an emphasis.

Registration
After acceptance, the student works with the Graduate Program Advisor to identify the program of study and completes a registration form. All registration and course adjustment forms must be approved and signed by this advisor.

Naropa courses successfully completed for a Certificate Program may, with approval of the department, be applied toward a graduate degree. Students who wish to apply for a Master's degree must submit a separate application and satisfy all the normal admission requirements. Since a certificate program requires about a quarter of the course work necessary for a Master's degree, those who plan to use the program as a stepping-stone to a Master's degree are urged to seek transition advising as early as possible in their certificate program. There is a four-year limit for applying graduate certificate credits to a Master's degree program after you have completed a graduate certificate at Naropa.
ECOPSYCHOLOGY

Ecopsychology is an emerging field which integrates ecology and psychology. It brings psychological principles and practices to environmental work and ecological thinking and the values of the natural world to psychotherapy, personal growth, and community development. Areas of interest to ecopsychologists include effective environmental education and action, ecotherapy, the promotion of sustainability, the healing and initiatory influences of encounters with wilderness and nearby nature, and the sacred dimensions of human-nature relationships.

Naropa University’s approach to ecopsychology is grounded in contemplative practice, combining experiential and conceptual learning with awareness training, including meditation and nature-based mindfulness. These practices disclose the reciprocal and seamless connections between ourselves and the world and nurture our innate desire to contribute to the well-being of the world with understanding and compassion.

ECOPSYCHOLOGY CERTIFICATE/EMPHASIS PROGRAMS

Naropa University offers a 16 credit hour Certificate Program for graduate level students and postgraduate degree professionals. This interdisciplinary program provides training in the fundamental principles and practices of ecopsychology.

Ecopsychology Graduate Emphasis Program:
Students enrolled in a graduate degree program will be able to choose Ecopsychology as an emphasis within their primary field of study. The Ecopsychology emphasis will be in addition to, and not substitute for, the general requirements of the students chosen field. Completion of the graduate degree is a requirement for completion of the Emphasis Program.

Ecopsychology Graduate Certificate Program:
Postgraduate degree professionals must have completed a professional Master’s degree program, or equivalent demonstration of education and experience, to apply for the Certificate Program. Consultation with the Ecopsychology Coordinator is necessary for development of an appropriate Certificate course plan. Professionals who successfully complete all program requirements will receive a Certificate of Completion in Ecopsychology.

Certificate Program Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 551</td>
<td>Ecopsychology 2</td>
</tr>
<tr>
<td>ENV 528</td>
<td>Ecopsychology Training: Waking Up Together 3</td>
</tr>
<tr>
<td>PSY 549</td>
<td>Ecopsychology Summer Program 1</td>
</tr>
<tr>
<td>ENV 520</td>
<td>Ecology and Evolution 3</td>
</tr>
<tr>
<td>PSY 534</td>
<td>Basic Counseling Skills (for non-Environmental majors) 3</td>
</tr>
<tr>
<td></td>
<td>Contemplative Practice (for non-Psychology majors) 3</td>
</tr>
<tr>
<td></td>
<td>(course approval required) 3</td>
</tr>
<tr>
<td></td>
<td>Ecopsychology Elective 1</td>
</tr>
</tbody>
</table>

Additional Course Offerings in Ecopsychology

Naropa University offers a number of courses related to ecopsychology each year at the undergraduate and graduate levels. These courses offer training in ecology, psychology, ecopsychology theory and practice, ecotherapy, wilderness experience, earth-centered spirituality, and other areas. Course examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 506</td>
<td>Coming Home: Boulder's Bioregions 3</td>
</tr>
<tr>
<td>ENV 510</td>
<td>Exploring Our Sacred Environment 3</td>
</tr>
<tr>
<td>ENV 660</td>
<td>Indigenous Peoples and Environmental Issues 3</td>
</tr>
<tr>
<td>ENV 670</td>
<td>Human Nature Contract 2</td>
</tr>
<tr>
<td>ENV 680</td>
<td>Transforming Systems 2</td>
</tr>
<tr>
<td>PSY 507</td>
<td>Wilderness/Adventure Therapy 1</td>
</tr>
<tr>
<td>PSY 516</td>
<td>Contemplative Mountaineering 1</td>
</tr>
<tr>
<td>PSY 520</td>
<td>Psychology of Wilderness Experience 3</td>
</tr>
<tr>
<td>PSY 540</td>
<td>Introduction to Shamanism and Shamanic Healing 2</td>
</tr>
<tr>
<td>PSY 530</td>
<td>Journey to the Source 1</td>
</tr>
<tr>
<td>PSY 587</td>
<td>Dynamics of Field Therapy: Spinning the Wheel of Human Nature 2</td>
</tr>
<tr>
<td>PSY 737</td>
<td>Ecotherapy 2</td>
</tr>
</tbody>
</table>

Interested students should check these and other departments for courses of interest.

Core Faculty Teaching in This Area:
- Ryan Graum
- Martha Kerckhoff
- Nicolle McGough
- Anne Z. Parker

Adjunct Faculty
Teaching in This Area:
- Peter Amidon
- Howard Apolthorpe
- John Davis
- Suzanne Quarte
- Sherry Ellis
- Elizabeth Robert
- Jed Swift
- Jessica Zeller

Recent Visiting Faculty:
- David Abram
- Steven Foster
- Chellis Gilmore
- Lesley Gray
- Will Keiper
- Meredith Little
- Laura Stowell
- Malinda and Sbonjo Soom
- Starhawk

Ecopsychology Coordinator:
- Jed Swift
OFFICE OF INTERNATIONAL EDUCATION

STUDY ABROAD PROGRAMS

"We carry within us the wonders we seek without us."

— Sir Thomas Browne

The Office of International Education at Naropa University also advises students about other international programs, as well as opportunities for overseas' internships and service learning. The office facilitates student and faculty exchanges, and hosts international cultural events at Naropa.

NEPAL AND BALI

Drawing on the wealth of opportunities available in Nepal and Bali, the Naropa Study Abroad programs provide an introduction to the living traditions of spirituality, meditation, philosophy, and the arts of Nepal and Bali. These Study Abroad programs are designed to infuse the cross-cultural education experience with cultivation of inherent curiosity and appreciation of the world. The programs combine rigorous academic study with direct experience, allowing students to explore these unique cultures with mind and heart.

Students in Naropa College and University have the opportunity to study abroad during their sophomore and junior years, as well as the fall semester of the senior year. A minimum 2.5 grade point average is required for acceptance into the programs.

Fall and Spring Programs in Nepal

Located in the foothills of the Himalayas, in the ancient kingdom of Nepal, the Kathmandu Valley has long been a center of art, culture and trade for South and Central Asia. On the edge of the Valley is Boudha Nath, a major pilgrimage center and home of Nepal’s largest stupa. Here, the cultures of Nepal and Tibet mix in a panorama of ancient devotion, modern development and thriving arts communities. The Nepal Study Abroad program provides an entry into the traditional culture, philosophy, and arts of the Kathmandu Valley and neighboring regions.

The Arts and Culture of Nepal course also examines contemporary issues such as development, tourism, and the impact of globalization on Nepal.

The Nepal program takes place in the fall from early September to mid-December, and in spring from mid-January to early May. The program students are housed in a guesthouse in Boudha Nath, where participants live and study together. The guest house facilities include a large garden, single occupancy rooms, kitchen and dining room, classroom, library and meditation hall.

The program begins with an in-country orientation phase, followed by fourteen weeks of academic course work, festivals and performances, community gatherings, as well as time for personal exploration of the surrounding valley. Students also undertake a three-week independent study and travel project in the Himalayan region. Program faculty supervise project planning, and evaluates final projects and presentations.

The cost for the program includes tuition (15 semester credit hours), room and board, visas, field trips, festivals, and in-country transportation expenses. The cost of the program is $9,950 for undergraduates and $10,050 for graduate students. Airfare is separate and is negotiated annually.

<table>
<thead>
<tr>
<th>Core courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 526  Buddhist Traditions: Nepal</td>
<td>4</td>
</tr>
<tr>
<td>ANT 536  Arts &amp; Culture of Nepal</td>
<td>3</td>
</tr>
<tr>
<td>ANT 586  Independent Research: Nepal</td>
<td>3</td>
</tr>
<tr>
<td>REL 506  Meditation Practicum: Nepal</td>
<td>1</td>
</tr>
<tr>
<td>REL 516  Nepali Language I</td>
<td>2</td>
</tr>
</tbody>
</table>

2 Credits from the following electives:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 556 Tibetan Scroll Painting</td>
</tr>
<tr>
<td>MUS 546 Nepali Music</td>
</tr>
<tr>
<td>REL 556 Colloquial Tibetan: Nepal</td>
</tr>
<tr>
<td>REL 576 Nepali Language II</td>
</tr>
</tbody>
</table>

Spring Semester Program in Bali

One of 13,000 islands in Indonesia, Bali is known for its vibrant culture. It is a land where daily life, spiritual practice, and the arts are thoroughly integrated. Volcanic mountain peaks, terraced rice fields, coursing waterways, and daily religious ceremony and artistic life all reveal a sense of natural hierarchy (everything in its proper time and place) which permeates the Balinese culture. Because the Balinese are flexible in adapting their ancestral traditions to the complexities...
of modern life, Bali is an ideal setting for exploring an ancient yet contemporary wisdom tradition of Southeast Asia.

The Bali Study Abroad program opens a window into the history, culture, philosophy, and traditional arts of Bali. It takes place from late-February to late-April in the town of Ubud, where participants live and study together in a Balinese “losman” (a small family-run guesthouse, made up of clusters of bungalows and pavilions). Features of the program include the extraordinary faculty for our classes and arts electives, our full gamelan gong kebyar orchestra, and unusual opportunities for in-depth study of Balinese arts.

The eight-week program is a 12-credit course, with academic classes, meditation, language, music, and art classes. The program is enhanced with field trips throughout the island, village stays, community gatherings, temple ceremonies, performances and festivals. Students may also choose to study for a third month to complete a three-credit independent research project.

Program costs include tuition (12 semester credit hours), bed and breakfast (double occupancy), one additional meal per day, field trips, and all ground transportation. The program cost is $8,100 for undergraduates and $8,200 for graduate students. Airfare is separate and is negotiated annually.

### Core Courses
- **ANT 538** Arts & Culture of Bali
- **MUS 548** Balinese Gamelan Orchestra: Bali
- **REL 508** Meditation Practicum: Bali
- **REL 518** Indonesian Language

### Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 538</td>
<td>4</td>
</tr>
<tr>
<td>MUS 548</td>
<td>3</td>
</tr>
<tr>
<td>REL 508</td>
<td>1</td>
</tr>
<tr>
<td>REL 518</td>
<td>1</td>
</tr>
</tbody>
</table>

### Three Credits from the following electives:

#### Credits
- **ART 568** Balinese Painting
- **ART 558** Balinese Batik
- **ART 578** Balinese Mask Carving
- **DAN 508** Balinese Dance

### Additional Course Offering
- **ANT 588** Independent Research: Bali (optional)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 588</td>
<td>3</td>
</tr>
</tbody>
</table>
Continuing Education Courses

The experience of education is not limited to the classroom experience, nor to those enrolled for an undergraduate or graduate degree. Naropa University's School of Continuing Education serves as a vehicle to offer contemplative education programs, lectures, and events to the Boulder and Denver community and the general public.

Continuing Education courses are offered year-round in the Fall, Spring, and Summer. Courses have been designed and scheduled to meet the needs of working people, families, and those who, while interested in contemplative education, may not have the time, resources, or inclination to seek a degree at Naropa. Programs range from one-time events to semester-long classes, and focus on the arts and creativity, the world's spiritual traditions, healing, psychology, and business. Journeys to various parts of the world are also offered.

Highlights of our 2000-2001 program include: The 3rd Annual Buddhism in America Conference, with Robert Thurman, Sogyal Rinpoche, Joanna Macy, and many others; Ram Dass on the Yoga of Devotion; author Roger Woolger; the Monks of the Gyudmed Monastery offering a series of classes in Tibetan Sacred Arts; Dr. Nathan Branden; Andrew Harvey; a series of teachings on the Bardo with Lanka Tharchin Rinpoche and Orgyen Thinley Rinpoche; Sobonfu Some; Barbara Hand Clow; and numerous teachers on indigenous wisdom of Central and South America, including Don Alberto Tazao, Ehekatecoel Kuauntsiruxan, John Perkins, and Oscar Miro-Quesada.

For more information, or a copy of our latest catalog, please contact The School of Continuing Education at (303) 243-4800 or (800) 663-3117.

Semester Dates:
Fall 2000: September 11 - December 10
Spring 2001: February 5 - May 6
Summer 2001: June 4 - July 29

Conferences
Each year, major conferences, workshops and intensives bring together leaders in their respective fields to highlight our regular program. In past years these have included:

- The Spirituality in Education Conference (Summer 1997)
- Body and Soul Boulder (Summer 1997)
- Body and Soul Colorado (Summer 1998)
- Spirituality in the Arts (Summer 1999)

The 3rd Annual Buddhism in America Conference (Summer 2000)

The 4th Annual Buddhism in America Conference (Summer 2001)
Naropa's Online program is entering into its third semester with more than twenty courses derived from the heart of the university's Buddhist-inspired liberal arts curriculum. These courses are taught by experienced Naropa faculty who have developed the online classes with dedication to Naropa's contemplative mission.

Taking a few online classes is a great way to become introduced to Naropa from any corner of the world, as well as earn a few credits. Credits earned online may be transferred into an on campus degree program, upon application and admission. Credits earned online may also be transferred to other colleges (subject to the approval of the transfer college).

All of the online courses follow a semester format and although they allow for greater scheduling flexibility than the traditional classroom, they are self-paced or correspondence and require a presence several times a week. Many of the courses may be taken for graduate or undergraduate credit. Students interact with one another and the instructor through a variety of communication options designed to replace the face to face classroom experience. Students log into private, password protected, interactive web pages to read individual and group assignments and lectures, listen to audio and video lectures, download articles and post comments on the threaded discussion bulletin board for the class to see. There is a private journal area for students to share thoughts only with the instructor. Other features include a real time chat room, a weblog that contains internet links to related websites, and a message center, as well as online exams. On campus meetings are not required to fulfill the online class obligations. In addition to attending classes on the electronic Naropa campus, the online student may register, pay and even shop in the Naropa Bookstore.

To learn more about Naropa Online, to register or to see a list of upcoming courses by semester, please visit http://ecampus.naropa.edu. Email is registrar@naropa.edu or call 1-800-772-6651 (outside CO/inside the US) / 303/444-0202.

**Online Courses**

**Buddhist Studies**

**REL 532e**

BUDDHISM: THE WAY OF WISDOM AND COMPASSION – 3 cr

Reginald Ray, Ph.D.

Note: this course is offered by the Graduate Buddhist Studies Department and is available for either graduate or undergraduate credit. This course provides a basic introduction to the ideas, perspectives and practices of Buddhism. The journey begins with a look at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the Four Noble Truths. Discussions include a reflection on the importance of recognizing suffering as the first step on the spiritual path; the role of Karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation.

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.

**REL 527e**

BUDDHA NATURE: THE NATURE OF ENLIGHTENMENT IN THE UTTARATANTRA AND MAHAMUDRA – 3 cr

Dzogchen Ponlop, Rinoche

One of the most important teachings of Buddhism is the doctrine of buddha nature, or tathagatagarbha, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the buddha nature school centers on the teachings of the Mahamudra school, one of the most profound Buddhist traditions of practice and accomplishment. This course examines the relationship of these two schools through a close study of a landmark treatise by G6 Lotsawa (1392-1481 A.D.), and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition.

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. It is recommended that you take several courses in Buddhist studies prior to REL 527e.
REL 503e

TIBETAN I - 4 cr
Sarah Harding

Note: this course is offered by the Graduate Buddhist Studies Department and is available for either graduate or undergraduate credit.

This class lays the foundation for developing proficiency in the Tibetan language, which will eventually give access to the full treasure of the profound and vast wisdom literature of Buddhism. Students will begin with learning to pronounce and calligraph the alphabet, and quickly gain the ability to read and chant. Basic grammatical elements and simple sentence structures that are the basis for both classical and colloquial language will be covered. Investigation of Buddhist terminology lends depth to the concepts and excitement to the task of acquiring basic vocabulary.

Requirements: The Sambhota Tibetan Program, and at least one Tibetan-English Dictionary, electronic or otherwise.

Prerequisites: A Bachelor's degree is required in order to enroll in this class for graduate credit. At least 30 semester hours of college credit are required in order to enroll in this class for undergraduate credit.

REL 533e

TIBETAN II - 4 cr
Sarah Harding

In this course we will continue to lay the foundation for proficiency in the Tibetan language, with the dual goal of communication and access to the wisdom teachings of Tibetan Buddhism. While continuing to build reading skills and vocabulary, this unit will look at some more areas of Tibetan sentence structure, especially verbs. Students in this class will be able to form sentences for speaking, as well doing some actual translation work from textual sources.

Prerequisites: In general a Bachelor's degree is required in order to enroll in this class for graduate credit and at least 30 semester hours of college credit are required in order to enroll in this class for undergraduate credit. Also, the equivalent of Tibetan I is required please contact the instructor for an ascertainment of equivalency.

REL 500e

MEDITATION PRACTICUM I - 3 cr
Frank Berliner, M.A.

Note: this course is offered by the Graduate Buddhist Studies Department and is available for either graduate or undergraduate credit.

This course introduces the practice and theory of sitting meditation drawn from the Tibetan and Zen Buddhist traditions and the Shambhala teachings of sacred warriroship. Topics include: the Buddha's life-example for our own time, the challenge of spiritual materialism, the marks of existence, the experience of basic goodness, the birth of ego and the styles of neurosis, the cultivation of mindfulness and the unfolding of awareness, obstacles and antidotes in meditation practice, working with emotions, the meaning of warriroship, the energies of fear and fearlessness, the genuine heart of sadness, and the practice of unconditional loving-kindness.

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.

REL 515e

BUDDHISM AND SOCIAL ACTION - 3 cr
Fleet Maull, Ph.D. Candidate

Note: this class is one of the core classes in the Engaged Buddhism track of the Buddhist Studies M.A. Program.

Course Description

This class will examine Buddhism's historical and contemporary views and responses to social issues, and will focus on the emerging movement of "engaged Buddhism" within the larger context of engaged spirituality. While using traditional and contemporary texts, this class will also explore the nature of the individual journey one makes in order to engage social action from a contemplative ground. Community-based volunteer work anchors this ground, allowing us to experience our individual understanding of "sacred view" through a personal path of action.

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.

Environmental Studies

ANT 550e

CULTURES, GLOBAL SOCIETY AND THIRD WORLD DEVELOPMENT - 3 cr
d'Forrest Kesich, Ph.D.

Note: this course is offered by the Environmental Studies Department and is available for either graduate or undergraduate credit.

Moving toward world community means confronting the twin issues of third world poverty and environmental degradation. The historical roots of these issues often lie in colonialism, politics, and the workings of the world market. Examples of selected tribal, peasant, and urban societies in crisis help to explore and understand such issues as: shortages of food and resources; overpopulation; environmental degradation; and the destruction of traditional peoples and their cultures. Students will explore effective social action through considering local, community-based development projects that are culturally appropriate and environmentally sound.
Gerontology and Long Term Care

LTC 635e
AGING AND THE HUMAN SPIRIT - 3 graduate cr
Robert C. Atchley, Ph.D.

Note: this course is offered by the Gerontology and Long Term Care Graduate Department and fulfills one of the core requirements in the M.A. Gerontology and Long Term Care program.

Adults continue to grow and develop throughout life. Spirituality is an important dimension that often grows more important as people age. This course explores how aging influences the experience of spirituality and how maturing spiritually affects the experience of aging. Both are important aspects of development in middle age and later life. Students will use readings, threaded discussion, their own reflective insights, and writing to develop a deeper understanding of the nature of spirituality, adult development, and aging. They will also develop an appreciation for the dynamic, evolutionary relationships among these important aspects of the human experience. They will also consider the importance of social context, including culture, community, family, work, and personal relationships—the social situations within which individuals experience adult development, aging, and spirituality.

Prerequisite: A Bachelor's degree is required in order to enroll in this class.

Psychology

PSY 551e
ECOPSYCHOLOGY - 3 cr
Jed Swift, M.A.

Note: this course is offered by the Graduate Transpersonal Counseling Psychology Department and is available for either graduate or undergraduate credit.

Ecopsychology is an emerging field which bridges ecology and psychology in order to understand and heal humans relationship with the natural world. A central assumption of ecopsychology is that inner worlds and outer worlds are intimately connected.

This course is both experiential and theoretical. To understand ecopsychology as a living practice, students will be given assignments in the natural world. Students will also be given reading, writing and discussion assignments which explore the following theoretical topics: ecological identity, ecolotherapy, wilderness rites of passage, environmental activism, ritual and ceremony, an Earth-based model of human growth and development, the New Cosmology of Thomas Berry, and practices, such as meditation and mindfulness, for spiritually engaged ecopsychology.

Prerequisite: A Bachelor's degree is required in order to take this course for graduate credit. At least 30 semester hours of college credit are required in order to take this course for undergraduate credit.

Permission of the instructor is also required. Graduate and undergraduate applicants to this class should submit a brief writing sample explaining why they would like to take this class and what they hope or expect to learn. Undergraduates should also submit a brief writing sample.

PSY 670e
TRANSPERSONAL PSYCHOLOGY - 3 cr
Barbara A. Carter, Ph.D.

Note: this course is offered by the Graduate Transpersonal Counseling Psychology Department and fulfills one of the core requirements of the M.A. in Transpersonal Counseling Psychology program.

Transpersonal Psychology integrates psychology and spirituality to provide a larger vision beyond simply a personal or separate self. This course introduces and examines the central concepts, assumptions, theories, practices, applications, and orientations of Transpersonal Psychology. In addition to surveying the background and breadth of Transpersonal Psychology, it seeks to provide the means to examine new developments in the field and to apply Transpersonal Psychology to psychotherapy and related areas.

Prerequisites:
1. A Bachelor's degree
2. Good understanding of basic psychological theory especially as relates to the prior three forces in psychology (psychoanalytic, cognitive-behavioral, and humanistic-existential). Prior coursework that covers this material is highly recommended.
3. A current meditation practice. Concurrent enrollment in the meditation course offered through Naropa On-line is required for anyone wishing to enroll in this class who does not have a prior meditation practice.

PSY 610e
HUMAN DEVELOPMENT - 3 cr
Drew Freeman, M.A., L.P.C.

Note: this course is offered by the Graduate Transpersonal Counseling Psychology Department and fulfills one of the core requirements in the M.A. in Transpersonal Counseling Psychology program.

In the study human development from birth through the span of life, this course provides an introduction to some of the major developmental theorists as well as some of the application of these theories. The material will be presented through lecture, presentations, readings, discussion, observations and self exploration as well as personal experience. The purpose of this course is to develop an intellectual and theoretical knowledge of human development as well as an insightful understanding of human beings and their place in the world. Although this course is not specifically designed to study developmental problems or psychotherapy, the implications of these will be woven throughout the course.

Prerequisite: A Bachelor's degree is required in order to enroll in this class.
ECE 500e
EMOTIONAL DEVELOPMENT: THE BASIS FOR PRACTICE IN WORKING WITH CHILDREN - 3 cr
JoAnn Robinson, Ph.D.
Note: This class is offered by the B.A. Contemplative Psychology Program and is available for either graduate or undergraduate credit. It satisfies the pre-requisite requirement for Developmental Psychology for students entering the Graduate Transpersonal Counseling Psychology Program.

In this class we will concentrate on emotional development in childhood. We will explore theories of emotion from Western and Eastern perspectives and then turn to the central role of emotions in motivating cognitive, language, moral, social development. Through dialogues with other Naropa faculty, we will discuss emotion as the basis for practice in working with children in a variety of settings.

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.

PSY 420e
ABNORMAL PSYCHOLOGY - 3 cr
Note: This class is offered by the B.A. Contemplative Psychology Program and may be taken for undergraduate credit. It also satisfies the pre-requisite requirement for Abnormal Psychology for students entering the Graduate Transpersonal Counseling Psychology Program.

A goal of this class is to help students become acquainted with the language and tools of western psychology in order to increase the range of their own voices. The class will explore extreme states of mind, describing and lightly experiencing them. Students will look at possible causes for these states, including the individual, familial, societal and economic, and discuss resiliency and treatment, both sane and insane. The class will make use of lectures and experiential exercises, have guest speakers and include a trip to a local psychiatric hospital.

Prerequisites: Students must have taken an Introduction to Psychology class or the equivalent.

PSY 571e
PERSONALITY THEORIES - 3 cr
Christine Denning M.A., L.P.C.
This class is offered by the B.A. Contemplative Psychology Program and may be taken for graduate or undergraduate credit. It also satisfies the pre-requisite requirement for Personality Theories for students entering the Graduate Transpersonal Counseling Psychology Program.

This course studies the theory of the major traditional systems of psychology, including psychoanalysis, analytical, behavioral, humanistic and existential psychology as well as Adlerian, feminist, gestalt and transpersonal perspectives. The philosophical and practical relationships of ethics to psychology will be discussed, including cross-cultural issues. Students will clarify, formulate and develop their own beliefs and approaches to psychology and theory of personality in relation to these major schools of thought. The relationship of these traditional approaches to the contemplative and transpersonal perspectives will be explored.

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. In addition, one must have already taken an Introduction to Psychology class or receive permission of instructor.

Religious Studies

NCCWe 230e
WORLD WISDOM: RECALIBRATING THE MIND TO SERVE THE EMERGING SPIRIT - 3 undergraduate crs
Rabbi Zalman Schachter-Shalomi, Ph.D. Lecturer,
Sherron Stabo, Instructor
This course presents a series of lectures by Naropa World Wisdom Chair Holder, Rabbi Zalman Schachter-Shalomi that address the philosophical issues connected with the emerging shift of our cosmology. Thoughtful and provocative topics include themes of ecumenism, transpersonal sociology, philosophy and contemplative living. This course is designed to nourish the human spirit and promote critical thinking.

Prerequisite: At least 30 credit hours of prior college credit are required in order to enroll in this class.

TRA 500e
SHAMBHALA MEDITATION PRACTICUM - 3 cr
Bill Scheffel
Our own life is the instrument with which we experiment with the truth - Thich Nhat Hahn

The Shambhala tradition, developed by Chogyam Trungpa, Rinpoché, is a secular path of spiritual training. In this class, we learn sitting meditation and study the principles of Shambhala Warriorship, which means to live with an open, creative and inquisitive heart.

Our class combines meditation, writing and a variety of exercises to give direct experience of mindfulness and our own senses. Our class also explores the connection between the arts and meditation and would be of interest to anyone exploring their own creative process.

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.
Writing and Poetics

NCCA 250e

WRITER'S CRAFT - 3 cr
Bill Scheffel

Note: this course is offered by the Naropa College Core (Naropa University's Lower Division) and is available for undergraduate credit.

"Poetry is not an expression of the party line. It's that time of night, lying in bed, thinking what you really think, making the private world public; that's what the poet does". Allen Ginsberg

Although this is a writing workshop in creative non-fiction, Allen Ginsberg's statement expresses the heart of the class. Our goal is polished and exciting prose that also reveals the gifts, nuances and idiosyncrasies of each participant's life. Students will develop the craft of writing and the courage to tell their own stories. We will offer feedback to each other in a community spirit of trust and encouragement. Many ideas and methods will be given to spark the creative process. Reading from a sourcebook of essays and stories (and even some poetry) by writers such as Annie Dillard, Edward Abbey, James Baldwin, Margarette Duras and many others will be an integral part of the class. Natalie Goldberg's Writing Down the Bones will be a required text. Open to writers of any level of experience.

Prerequisites: 30 hours of college credit, or permission of instructor.

WRI 500e

THE BEATS AND OTHER REBEL ANGELS - 3 cr
Lee Christopher, M.Ed., M.F.A

Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

In this course students will study the history of the "Beat generation" with special emphasis on the writings of the phenomenon era produced. Students will use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassady, Peter Orlovsky, Diane di Prima, John Wiener, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Lew Welch, Lenore Kandel, Philip Whalen, Bob Kaufman, Michael McClure, Gary Snyder and others. Students will come to understand the provocativeness and durability of Beat Literature. In addition, students will write their own visions in the multiple forms taught by these courageous writers of the "Beat Generation."

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one's level of experience and intent as a writer.

WRI 530e

LITERATURE SEMINAR: THE FEELING TONE - 3 cr
Bobbie Louise Hawkins

Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

In this Reading and Writing seminar the work of four writers as writers will be addressed: namely, how do they achieve their unique tone and fiction; and what can one use of their mode in one's own work. This is not primarily a writing class, it is a Literature class, but I teach writing to beginning writers and I have found this approach to be useful for non-writers as well. The writers and books will be (in this order): Evan Connell (Mrs. Bridge), Fay Weldon (Life and Loves of a She-Devil) Michael Ondaatje (Coming Through Slaughter) Colette (Earthly Paradise).

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one's level of experience and intent as a writer.

WRI 534e

THE ART OF THE ESSAY: EXPLORING CREATIVE NON-FICTION - 3 cr
Lee Christopher, M.Ed., M.F.A.

Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

In French essay means an attempt, a test, or a trial. In this course, students will experiment with their own thoughts within the structure of the essay's various forms. For models, students will read various essays by Montaigne, Virginia Woolf, Lu Hsun, Carlos Fuentes, and more. Students will also read essays by the "Beats" such as Allen Ginsberg, Jack Kerouac, and William Burroughs. In addition to confronting common grammar and punctuation problems, each student will learn to recognize and correct his or her own error patterns. As part of the writing process, time will be spent in reflection on ways in which problems were addressed and solved in our essays.

Prerequisites: A Bachelor's degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one's level of experience and intent as a writer.
WRI 539e  
POETRY WORKSHOP: GREAT COMPANIONS - 3 cr  
Lisa Jarot  
Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

Dante said to Virgil “Thou art my master and my author”. What poet would you name as Dante names Virgil? The focus of this workshop is poetic lineage, imitation and influence. Specific examples (Allen Ginsberg and William Blake, Frank O’Hara and Vladimir Mayakovsky, Bernadette Mayer and Catullus) will be explored as well as the ways to expand the student’s poetry by imitating various styles and forms.

Prerequisites: A Bachelor’s degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one’s level of experience and intent as a writer.

WRI 541e  
SCULPTING PROSE - 3 cr  
T. Burke, Jr., M.F.A.  
Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

For prose writers who want to achieve familiarity with dramatic structure. For dramatists looking to infuse more lyricism into their work. The course will explore: the singular demands of narrative and dramatic writing, determining the form in which a story can be most effectively presented; revealing character through action and the dynamics of dialogue; adapting classic and original prose into dramatic action, and what constitutes a scene. How can classic dramatic structure be applied to a narrative? Is self-editing a creative skill? At the end of the course, each writer will have a vivid picture of what form best suits his/her style, approach and sensibility and will possess a much stronger command of their craft.

Prerequisites: A Bachelor’s degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one’s level of experience and intent as a writer.

WRI 584e  
DRAMATIC MEASURES:  
THE CRAFT OF WRITING FOR THE  
SCREEN AND STAGE - 3 cr  
T. Burke, Jr.  
This course explores the issues and challenges of writing for theater and film - from classic theatrical structure to modes of experimentation. Special focus on dialogue and adaptation of narrative text. Investigating how other art forms support and influence drama. Creating a dramatic world, then maintaining it line by line, scene by scene. Rewriting as a dynamic creative force which illuminates and enhances text to its ultimate effect. Showing as compared to telling. Heightened lyrical styles in contrast to stark realism.

Prerequisites: A Bachelor’s degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required, please submit a short statement (no more than 500 words) which explains why one would like to take the class and what one expects or hopes to learn to learn.
ACADEMIC COURSES

COURSE INFORMATION
Course Numbering:
Undergraduate:
200-299: intended for freshmen and sophomores
300-399: intended for juniors and seniors
400-499: intended primarily for seniors
500-599: open to undergraduate and graduate students, with additional requirements for graduate students

Graduate:
600-699: intended primarily for first-year graduate students
700-799: intended primarily for advanced graduate students
800-899: primarily for master's thesis, projects, internship, field placement, etc.

Frequency of Course Offerings:
Most courses listed are offered annually. Some courses are offered on an alternate year basis.

Anthropology (ANT)
The courses in this discipline are offered by the Environmental Studies Department. This is a Specialty Area within the E.S. major. These courses may also be taken as a minor, or as electives.

ANT 499
Independent Study - 1-3cr
Faculty
Recommended for students taking Specialty Areas, or minors in Anthropology. Cultural Anthropology is available in the Naropa Core College. Best taken after required courses in this Specialty Area.

ANT 536
Arts and Culture of Nepal - 3cr
Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program. This course is designed to introduce traditional aspects of the multi-ethnic Nepalese culture from a historical, as well as contemporary point of view. It will explore the rich heritage of Nepal as it is expressed in religious traditions, sacred and ceremonial art forms, and traditional crafts and ways of life. The course will look at how the social and mythical perspectives form a dynamic relationship that is played out in the cultural identities of the Nepalese people. Local specialists will serve as lecturers and field trip leaders, while Naropa staff will provide students with an ongoing forum for personal reflection on the material. The course will focus on the following:

1. Individual/personal observation; raw sensory experience.
2. Formal lecture series; information gathering and research.
3. Application and direct contact; utilization of language skills, assimilation and presentation of understanding.

ANT 538
Arts and Culture of Bali - 4cr
Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program. A series of lectures, demonstrations and field trips focusing on the sacred art traditions of Bali: mask-carving, shadow puppetry, painting, and batik. Taught by Naropa University faculty and local artists.

ANT 550
Cultures, Globalization & Environmental Peacemaking - 3cr
Jed Swift
Moving toward world community means confronting the twin issues of third world poverty and environmental degradation. The historical roots of these issues often tie in colonialism, politics, and the workings of the world market. Examples of selected tribal, peasant, and urban societies in crisis help to explore and understand such issues as: shortages of food and resources; overpopulation; environmental degradation; and the destruction of traditional peoples and their cultures. Effective social action through considering local, community-based development projects are explored that are culturally appropriate and environmentally sound. Guest speakers will share their experiences. Upper Division standing required.

ANT 560
Participatory Research and Practical Ethnography - 3cr
Loretta McGrath
A preparatory course for anthropological fieldwork in other countries. Skills taught include honing of observational skills; experience and confidence in interviewing people: clarifying one's questions and hypotheses; understanding of alternate methodologies and formats: when, where, and how to involve members of a community in researching their own cultures and issues; a sense of ease around those we perceive as "different" from ourselves. Each student will select a local subculture to study and learn from, to be written about in the form of a short ethnographic report. This is primarily a field course. Upper Division standing required. Pre-requisite: NCCS 220 Cultural Anthropology

156 Academic Courses
**ANT 586**
Independent Research: Nepal - 3cr
Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program. This segment of the program enables students to design their own research project, which may include various travel and study options. Previously, students have trekked to the Solu Khumbu Valley for the Mani Rimdu festival and taken pilgrimages to sacred Buddhist sites in North India, as well as journeys to Dharamsala to investigate the plight of Tibetan refugees or study Tibetan medicine. Others have gone to Darjeeling and Sikkim to study masonic life and education. Program faculty will supervise the planning and evaluate the final project and presentations.

**ANT 588**
Independent Research: Bali - 3cr
Faculty
Offered by the Study Abroad Program and is optional for students in the Study Abroad Program. Students design a three-week project to be completed after the end of classes. Faculty will assist with planning and documentation. This is an optional component to the program and is not included in the program costs.

**ART (ART)**
Unless otherwise indicated, courses in this discipline are offered by the Visual Arts Department.

**ART 499**
Independent Study - 1-3cr
Faculty

**ART 500**
The Contemplative Artist - 3cr
Joan Anderson
Based on the premise that art begins in the quiet solitude of mind, this is an interdisciplinary course investigating the nature of artistic expression. Primarily through applied studio assignments, mediation practice, and readings from Western, Eastern and traditional artists within contemporary and past contexts, we explore the elements of creative process, artistic expression, and contemplative practice.

**ART 502**
Pottery From the Earth - 2cr
Mariah Shaw
In the American Indian tradition, all pottery comes from Mother Earth. Finding, using, and firing clay in the traditional way will be the subject of this class. Focus will be on forming, burnishing, and decorating clay using tools the class creates. Yucca leaf brushes and gourd scrapers are some examples of tools. Videos of traditional artists from the Pueblo communities will be shown and studied. The class will end when the pots are fired in a kiln created from found materials using wood and dung as fuel.

**ART 505**
Drawing I - 3cr
Robert Spellman
This studio class focuses on developing skillful use of drawing techniques, methods and materials paired with an investigation of mind, perception and culture. Learn to draw fruit, lips, fire, clouds, wind, and laughter. A graduated series of individual and collaborative exercises for both beginning and experienced drawers.

**ART 515**
Watercolor I - 3cr
Robert Spellman
This class, open to beginners and experienced artists, is a series of exercises designed to lay the foundation for understanding this famously difficult medium. The methods presented distill the techniques practiced in the Western tradition of the past three centuries and provide the basis for a lifetime of anxious pleasure. This is a studio class with demonstrations by the instructor and a lot of painting and drawing by the students.

**ART 520**
Calligraphy and Book Arts - 3cr
Laurie Decker
In this class, an alphabet in its historical and contemporary form is studied. The study of the letter forms with the broad-edged pen, brush and other tools will be complemented by design exercises to explore color, texture and rhythm. Class exercises include traditional practice of forms as well as more expressive techniques conducive to the creative process. A hand-bound book form is also introduced in this class. This class may be repeated once for credit.

**ART 525**
Drawing II - 3cr
Robert Spellman
This course in a continuation of Drawing I, with an emphasis on the One Hundred Drawings project, a semester long exploration of individual styles and materials. Collaborative exercises on the threshold of painting are explored. Prerequisite: ART 505 or permission of instructor.

**ART 530**
Color Theory - 3cr
Robert Spellman
The goal of this class is to explore the experience of color perception; its aesthetic, psychological, and practical implications. This investigation will be threefold: theoretical, yogic, and schematic. The theoretical will explore the color theories of Johannes Itten, Joseph Albers and Goethe. The yogic will develop one’s ability to see and mix color using acrylic paint. The schematic will be a look at “color schemes” that occur in the phenomenal world, e.g. in a feather, a fish, a butterfly wing, or a sky.

**ART 533**
Thangka Painting I - 3cr
Synthia Mokbu
This studio class is an introduction to painting Buddha images in the Tibetan tradition. Using pencil, brush, ink line drawing and dry painting techniques, the proportions of sacred figures, lotuses, thrones, ornamentation, and landscape are studied. A portion of class time is given to reviewing the historical development of Tibetan thangka painting in order to broaden our understanding of the context within which this art form has developed.

**ART 535**
Watercolor II - 3cr
Robert Spellman
This course number is for students wishing to return to the material of ART 515. Students continue their exploration of exercises and methods practiced in this medium. Prerequisite: ART 515
ART 537
Brush Stroke I - 3cr
Keith Abbott or Harrison Tu
This course introduces the students to two types of calligraphy: shuij, the practice of writing characters correctly, and shodo, the practice of how to relate to the brush, ink, and white paper mindfully. The black of the ink expresses ourselves on the white paper as the world. The most important point of view when it comes to shodo is realizing the relationship between the black ink and white paper. The basic strokes and their proper relationship as character formations and the movements of character sequences are studied.

ART 538
Contemplative Space - 3cr
Keith Abbott
The conception of space provides the basis of this interdisciplinary course. The white page or canvas has long been regarded in Buddhist terms as a contemplative mirror, full of Mind, and ready for the synchronization of the projections and intentions of the artists with the spontaneous manifestations of its own energies. Conditioning the artist's mind via the Japanese poet Basho's dictum, "The basis of art is change in the universe" will provide a starting place for our explorations of this white page in our creations. Writings in contemplative aesthetics by Eihei Dogen, D.T. Suzuki, Chögyam Trungpa, Rinpoche, Roshi Robert Aitken and Kaz Tanahashi will structure the intellectual framework of the course. Slides, museum visits and book study of calligraphic masterpieces will continue throughout the classes. Tanahashi writes: "We cannot create space. When we try and make it, it is dead. But without our effort, it does not appear. When we let it come, it is alive."

ART 540
Sculpture - 2cr
Anne Shustan
Learn to twist, stretch, and flip your perceptions in the "known" to help discover hidden creative avenues. Building personal relationships by creating found object sculpture in teams will be the means by which the student will discover aesthetic tendencies, as well as how to expand the creative process.

ART 543
Thangka Painting II - 3cr
Cynthia Moku
This class is a continuation of ART 533. Students learn to stretch and prime cloth for painting. Each student begins by painting the eight auspicious symbols, then advances to composing a complete thangka painting. Dry-technique shading, color mixing and application, and making gold paint are the skills focused on. Detail study of classic thangkas, both past and contemporary, complement the skills practiced.

ART 545
Painting I - 3cr
Joan Andersen
Fundamentally painting comes from one's own life, from where one lives and what one does. Becoming a painter means training in two streams of mastery: the stream of inspiration, where paintings come from, and how they arise; and the stream of technical skill, how to record the information you see -- literal or visionary -- in paint and with color. In this beginning level painting class, the student will become a painter by painting (Van Gogh's instruction). In the course of making nonrepresentational and representational paintings, students will also learn to recognize and tune into their own natural expression. Keeping a sketchbook and studying the life of an artist are also part of class assignments.

ART 547
Brush Stroke II - 3cr
Keith Abbott or Harrison Tu
This course is a continuation of ART 537. Students continue their calligraphic practice and explore their own expression of the characters. Prerequisite: ART 537

ART 551
World Art I - 3cr
Laura Marshall
This is the first part of a two-semester course of study that presents the history of art in a global context, including music and literature of the world as well as visual arts. This course is relevant to students majoring in visual arts as well as those in interarts, writing, and religious studies. The course aims to give a context to the practice and spirit of art in two main ways: within a cultural lineage, and within a global perspective.

ART 552
World Art II - 3cr
Laura Marshall
This class continues the course of study begun in ART 551, World Art I. While each course is complete within itself, it is recommended, though not required, that students take World Art I before World Art II. Using the same methodology as World Art I, the arts of civilizations shaped by Buddhism, Islam, and Christianity, the transition into the Industrial age, and the art of the modern era are studied.

ART 553
Thangka Painting III - 3cr
Cynthia Moku
This course of study is for advanced students of thangka painting. Each student continues working on their composition begun in Thangka Painting II. Further development of painting technique coincides with study and refinement of design both linear and tonal. The sewing of brocades for mounting finished paintings is also demonstrated. Prerequisite: ART 553 and ART 543.

ART 555
Figure Drawing I - 1-3cr
Laura Marshall or Michael Newhall
The structure of this course is established by centering concentration on the figurative motif. Class routine begins with gesture and warm-up drawing, followed by instruction and specific exercises, ending with extended poses or poses relative to a particular figurative study. Figure exercises are derived from an academic tradition to train the eye, as well as the hand.
ART 556
Tibetan Scroll Painting - 2cr
Faculty
Offered by the Study Abroad Program as one of the Study Abroad electives, this course is designed to train students in the beginning skills of thangka painting. Students will learn basic iconography pertinent to this tradition through field trips and books. Students will be taught the rudimentary skills of drawing according to the tiges, or proportions for each image: inking, shading, color mixing and painting. The culmination of the course work is a small to medium thangka completed by each student.

ART 557
Brush Stroke III - 3cr
Keith Abbott or Harrison Tu
This course is a continuation of ART 547. Students continue their calligraphic practice and explore their own expression of the characters. Prerequisite: ART 547

ART 558
Balinese Batik - 3cr
Faculty
Offered by the Study Abroad Program as one of the Study Abroad electives, this course introduces students to the traditional art of Batik which utilizes a "wax resist" technique of dying fabric with natural colors. Students will learn four different techniques while working in small groups under the guidance of Balinese master artists to create both traditional and personal designs.

ART 563
Thangka Painting IV - 3cr
Cynthia Moku
This course of study is for advanced students of thangka painting. Prerequisite: ART 533, ART 543, and ART 553

ART 565
Painting II - 3cr
Joan Anderson
Painting II proceeds in two parts. The first five weeks are investigative and require of the student a search and compilation of images and materials that have the quality the student is looking for in his/her own work. This will require the use of a sketch book and other display formats that suit the collection of materials gathered. The second section of Painting II will be devoted to a self-directed painting project bringing to bear previous research. This project will be designed by the student with advice and guidance from the instructor. This section will begin with an all-day painting intensive. During the painting project, students will read and study the life of a visual artist and write weekly paragraphs.

ART 568
Balinese Painting - 3cr
Faculty
Offered by the Study Abroad Program as one of the Study Abroad electives, this course introduces students to the precise and stylized art form which depicts the majesty and mystery of the Balinese world view as expressed through the Ramayana and Mahabharata. This painting technique uses acrylic paint and Chinese ink on canvas to render the intricate and rich images.

ART 575
Figure Painting II - 3cr
Laura Marshall
This course is a continuation of ART 555. Prerequisite: ART 555

ART 578
Balinese Mask Carving - 3cr
Faculty
Offered by the Study Abroad Program as one of the Study Abroad electives, Mask Carving has its roots in the ceremonial and mythic representation of the religious characters from the stories and dances of Bali. Students will be introduced to this traditional art in a small group setting under the direction of Balinese master artists. They will produce masks whose medium is wood with a paint and lacquer finish.

ART 580
Portfolio and Gallery Presentation (Senior Project) - 1cr
Faculty
This course prepares students for the presentation of their senior projects in the Naropa Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyrights, presentation of artwork, and installation of exhibitions.

Dance and Movement Studies (DAN)

DAN 310
Contemporary Dance Foundations - 3cr
Faculty
Contemporary Dance Foundations provides a basis for dance exploration through a combination of technical and improvisational investigations. Coursework is based on contemporary dance traditions, individual alignment work and integration of improvisational structures as a means of exploring one's personal movement vocabulary. This course is open to students with some experience in dance technique.

DAN 330
Contact Improvisation - 3cr
Adwoa Lemieux
Contact Improvisation is the spontaneous dance of two or more people moving together while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of contact improvisation skills such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering ledges and levels, and exploring different depths and textures of touch. Skills in individual, partner and group dances will be developed. Both beginners and more experienced contact improvisers are welcome.
DAN 350
Contemporary Dance
Forms I - 3cr
Faculty
Continuation of DAN 310. This course is open to students with prior experience in dance technique at the beginning/intermediate level. Students are invited to join the Contemplative Dance Practice on Wednesdays to support their training.

DAN 400
Contemporary Dance
Forms II - 3cr
Faculty
Explorations of movement and dance during this century have provided a rich heritage of dance forms from the modern and post-modern eras. Classes will cover techniques of contemporary dance forms as a way of knowing the body through image and sensation. Through a daily practice of these forms, attention is given to alignment, strength, flexibility, movement phrasing, articulation and presence. This course is recommended for intermediate/advanced students. Students are invited to join the Contemplative Dance Practice on Wednesdays to support their training.

DAN 410
Dance of Africa - 3cr
Tracy Kleya Vasquez
This course focuses on traditional dances from Senegal, Guinea, the Ivory Coast and Haiti. Class work is physically vigorous and begins with a twenty minute warm-up based on the fundamental technique of movement isolations and twenty minutes of stretching. The remaining class time is spent learning a specific dance. This course is open to dancers of all levels of experience and will include sessions with the Music of Africa course. Selected dances will be performed in the World Music and Dance Concert at the end of the term.

DAN 450
Contemporary Dance
Forms III - 3cr
Diane Butler
Continuation of DAN 400. This course is recommended for intermediate/advanced students.

DAN 499
Independent Study - 1-3cr
Faculty

DAN 508
Balinese Dance - 3cr
Faculty
Offered by the Study Abroad Program as one of the Study Abroad electives, traditional Balinese dance forms, both male and female are studied. All levels of dance expertise are welcome.

DAN 550
Body-Mind Centering I: Foundation and Anatomy - 3cr
Margo Isemann or Annie Brook
The focus of this class is the relationship between bodies and minds through basic patterns of movement. Students experience their own patterns through movement and guided explorations and discover means to further develop and transform movement patterns in both themselves and others. The basis of the work will be Body-Mind Centering®, an approach to movement reeducation and analysis developed by Bonnie Bainbridge Cohen. This class includes a detailed study of living anatomy that brings awareness to the different body systems and developmental movement and supports alignment and integration.

DAN 570
Body-Mind Centering II: Anatomy and Kinesiology - 3cr
Margo Isemann or Annie Brook
Continuing from DAN 550, the focus of this class is on further training, understanding and transformation of the principles underlying movement. The class includes further study of experiential anatomy and kinesiology (the study of the human body in motion) and includes details of the sense perceptions and musculo-skeletal system through a systems view. Prerequisite: DAN 550 or permission of the instructor.

Early Childhood Education (ECE)

ECE 300
Foundations of Contemplative Education - 2cr
Richard Brown
This course lays the ground for discovering the full-blown richness and dignity of ourselves and children. The essentials of contemplative educational psychology is applied to teaching young children. Through an exploration of the traditional Shambhala and Buddhist approaches to working with states of minds, students prepare for teaching with vigor, freshness, and openness. The class will study contemplative approach to the dynamics of teaching young children including the relationship of parenting and education. During this exploration, students will learn to encounter concepts and emotions directly, gently and creatively. During the class they will develop the disciplines of mindfulness-awareness and contemplative educational observation, a natural extension of awareness practice. These practices enable students to perceive and bring forth children’s true natures without prejudice and aggression.

ECE 320
Body Mind Development and Expression - 3cr
Margot Isemann
This course is the study and experience of basic early movement as it relates to the education of young children. The aim is an experiential understanding of the movement patterns that help both students and young children form a relationship with the world. The primary discipline for the course is Body/Mind Centering®. Through this practice and other exercises students experience their own movement patterns in a very direct and transformative way. The class includes studies of early motor development, and the functions of the body in movement, as it relates to early education.
ECE 380
Observing Early Development I - 2cr
Johanna Robinson
This course studies the development of children, ages birth to three with particular emphases on toddlers and three year olds. The approach will begin with firsthand contemplative observation, then proceed to studies of relevant developmental theory within a contemplative context in the areas of body, speech and mind.

ECE 385
Observing Early Development II - 2cr
Johanna Robinson
This course studies the development of children ages four to eight with emphasis on four to six year olds. As in Early Development I, the study will begin with first hand contemplative observation then proceed to relevant developmental theories within a contemplative context of the areas of body, speech and mind. Prerequisite: Observing Early Development I

ECE 410
Kindergarten Magic - 2cr
Mindy Upton
This course is a wonderful opportunity for teachers of young children to focus on the artistry and essential skills of being a preschool or kindergarten teacher. In this course movement, story, song, crafts, puppetry, circle time, and painting are explored. Students will create an environment for each other to work with those skills and discover their own creative impulse in relationship to sharing the magic.

ECE 420
Energy and Expression in the Classroom - 2c
Darlene Lorraine
In this course, the art of teaching through awareness of and synchronizing with the energetic expressions of young children is cultivated. The aim is to develop teaching skills which nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies which address the wide variety of issues within these areas such as behavior, discipline, making transitions, developing an individual sense of body/mind, and creating a caring community are studied. Through observations, discussion and experiential exercises, students will learn to meet and guide the energetic needs of individuals and groups of young children.

ECE 430
Teaching Young Children - 3cr
Gene Hooley
This course brings a contemplative view to learning the skills for teaching preschool children, emphasizing the place of reflection in teaching. Students will examine the dynamics of the child, the adult, and the environment within a contemplative setting. The class will combine lecture/discussion, observation, and experiential approaches. During this course, students are assigned their internship placements for the spring semester. Their study of preschool teaching then focuses on the details of that particular class and teacher. Prerequisite: Open to program students only

ECE 450
Supervised Teaching Practicum - 3cr
Richard Brown and Faculty
This practicum provides supervised internship teacher training in a contemplative preschool setting. The culmination of the program, this course is an internship with a skilled teacher who practices contemplative preschool education. Interns practice and are trained in all the skills of teaching a preschool class. Supervision includes regular meetings with the supervising teacher, the teaching team, and the program director. Prerequisite: ECE 430, Teaching Preschool Children. Open to program students only.

ECE 480
Administration of a Child Care Center - 3cr
Gene Hooley
The focus in this class is on the critical issues of leadership as the art of working with people, and ways of cultivating nurturing relationships among children, staff and families. Specific topics include, but are not limited to, administrative tasks (including financial management issues), policy setting, program development, and nutrition for the young child. Through this course students become familiar with the essentials of developing and managing a high quality early education program consistent with the Colorado Department of Social Services Rules and Regulations.

ECE 499
Independent Study - 1-3cr
Faculty

ECE 505
Maistry and Learning Styles - 3cr
Richard Brown
During this course, students study and practice the traditional five Buddhist energy styles in relation to teaching and learning. Integrated into this approach is an exploration of multiple learning styles. Adapted for Westerners from the tradition of Tibetan Yoga, Maistry training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discreet styles of expression in ourselves and others. Maistry practice is based upon the discovery of the intrinsic wisdom of emotional energies, described as the Buddha natures. Students learn how they might manifest this wisdom in their teaching and relationships with children. Students explore the implications for curriculum and educational environments based on their discoveries. Prerequisite: Established meditation practice, and permission of instructor.

ECE 550
Holistic and Contemplative Teaching - 2cr
Gene Hooley
During this course, students encounter some of the most important contemporary holistic and contemplative approaches to teaching young children. The study focuses primarily on the Shambhala and Montessori traditions, and also includes brief study of Waldorf, Reggio Emilia and others. On-site observations are done in preschools which use these approaches. Students explore and compare these traditions to enhance their development as teachers. In this process they begin to incorporate personally meaningful aspects of these traditions into their own emerging and unique teaching styles.
Ecology (ECO)
The courses in this discipline are offered by the Environmental Studies Department. This is a Specialty Area within the E.S. major. These courses may also be taken as a minor, or as electives.

ECO 499
Independent Study - 1-3cr
Faculty
Recommended for students taking Specialty Areas as minors in Ecology. Best taken after required courses in this area.

ECO 500
Water Quality and Watersheds I - 1.5cr
Chuck Patterson
The streams of the Boulder Creek watershed are its arteries. Learning about the watershed and working for its health are part of one's larger identification with the community of life dependent on it. Water is also the most likely object of intense political conflict in the coming decades. This course will include historical background and water law, ecological knowledge about waterways, practical skills (data collection and analysis, water quality monitoring, watershed health analysis), and case studies of restoration efforts. Environmental Studies majors have priority. Course is structured so that students with differing backgrounds can learn at appropriate levels. This course is for 8 cr. hr. over two semesters - 1.5 cr. hr. per semester. Commitment must be made to both semesters. Pre-requisite: Lower Division, one previous science course, or complex systems course. Required for majors to complete ENV 535 Ecology & Evolution first.

ECO 506
Coming Home: Boulder's Bioregion - 3 cr
Jane Bunin and Chuck Patterson
This field course explores local ecosystems and examines the basic principles of ecology. Students learn the stories of many of Boulder's wildland organisms and their environments through visiting nearby grasslands, forests, and tundra. The geologic story of Boulder's natural setting is studied for the purposes of providing a physical framework for the study of the environment and enhancing a connection to the land.

ECO 510
Field Ecology - 3cr
Jane Bunin
A field course in its entirety, this class is designed to explore the grassland, montane, subalpine, and alpine ecosystems of the Boulder Bioregion. Key ecological principles are illustrated, discovered, and explored through observing actual field conditions. Students will learn to recognize and understand reasons for ecosystems patterns in the Boulder Bioregion. The course is scheduled for a four-hour time slot to allow time for field trips as well as the additional contact time required for the field portion. Emphasis is on skills in reading landscapes, field data gathering, understanding, identifying species, etc. Pre-requisite: Lower Division, one previous science course, or complex systems course. Environmental Studies majors are required to first complete ENV 535 Ecology & Evolution.

ECO 550
Water Quality and Watersheds II - 1.5cr
Faculty
This course is a continuation of ECO 500.

ECO 560
Global Ecological Issues - 3cr
Jane Bunin
A seminar with open discussions on current global, national and local environmental issues. Outside discussants and field trips may be included. Organized around Earth, Air, Fire, Water and humans, the course will highlight the role each of these plays in ecosystems, and the ways in which each is affected by impact. Students will research and report on specific topics, chosen with the guidance of the instructor. Pre-requisite: Lower Division, one previous science course, or complex systems course. Majors must first complete ENV 535 Ecology & Evolution.

Contemplative Education (EDS)

EDS 500
Summer Education Conference I - 1cr
Faculty
A weekend spirituality in education conference begins each summer session of the Master in Contemplative Education. Also open to the public, the conference features noted leaders in this emerging field providing an opportunity for a variety of perspectives. Students will also attend the these presentations by graduating M.A. Contemplative Education students.

EDS 600
Presence in Teaching - 2cr
Lee Worley
This course develops genuineness and gentleness through the synchronization of body, speech and mind in the teacher. The exercises in this course serve to soften ego's boundaries while allowing for fearless interactive presence in the learning environment. The practice of presence enhances both discipline and creativity in teaching.

EDS 605
The Contemplative Teacher - 3cr
Richard C. Brown
This course explores contemplative concepts, perspectives, skills and practices for the journey of mindful teaching. We will study Chogyam Trungpa, Thich Nhat Hanh, and others. Observations and perceptual exercises will complement meditative practice. Awareness development will be experienced both personally and as a component of community learning. Requirements involve both morning and evening meditation with accompanying short talks and meetings with instructors.

EDS 610
Arts in Education I - 2cr
Faculty
This course lays the foundation for artistic practice as a basis for all curricula and learning environment development. The practice focuses on Book Arts, Story Telling, Ikebana, Painting, Pottery, or Calligraphy. The implications for everyday integration of artistic principles into the classroom will be explored. While the emphasis is on personal transformation, these arts can be adapted for instruction by students in their own teaching situations.

EDS 625
Integrative Seminar I - 1.5cr
Faculty
This seminar explores the connections and obstacles between students' experiences of the summer study and practice and their personal and
EDS 615E
Perspectives in Sacred Learning I - 2cr
Faculty
Students will study past and current theories and approaches from a variety of traditions and perspectives ranging from Rousseau to Palmer, and from Nalanda University to Naropa. Other selected 20th century and post-modern holistically spiritual educators also will be studied. Students will relate these studies to the context of their own teaching experience.

EDS 635E
Integrative Seminar II - 1cr
Faculty
Students will extend the mindfulness/awareness practices of the summer into their teaching jobs and daily life. Additional exercises tailored to each student's teaching situation will be assigned. Through short readings and discussion this course will support the shift to the personal discipline of experiencing teaching as spiritual journey. Prerequisite: Completion of Summer Session I.

EDS 650E
Spiritual Roots of Development I - 3cr
Faculty
This class will study the foundations of human development from spiritual perspectives. Both Western and Eastern sources will be studied. One focus will be the perceptual, emotional and social development in childhood and adolescence as important foundations of learning.

EDS 655E
Perspectives in Sacred Learning II - 2cr
Faculty
This course is a continuation of EDS615E.

EDS 665
Integrative Seminar III - 1cr
Faculty
During this semester there will be increased attention to meeting the learning needs of the students in the classroom from a contemplative perspective. M.A. students will also begin to identify issues and areas from their journey which will become the nucleus of their M.A. thesis. Prerequisite: Completion of previous integrative Seminars.

EDS 550W
Summer Education Conference II - 1cr
Faculty
This course is a continuation of EDS550W.

EDS 700
Contemplative Curriculum - 3cr
Faculty
This course studies principles of mindful curricular and the sacred transformation of the learning environment within a secular context. The writings of Rachel Kessler, John Miller and the curriculum of Nalanda University will be studied among others. Students will observe and engage with contemplative schools. This course will also emphasize meditative practice both personally and as a component of community experience. Requirements involve morning and evening meditation, short talks and meetings with instructors. Prerequisite: Completion of Summer Session I.

EDS 705
Maitri in Education - 3cr
Richard C. Brown
Maitri is a space awareness practice applied in this course to appreciation, enhancement and skillful means in diverse learning and teaching styles. Attention will be placed on personal unfolding and developing skills for authentic teaching relationships with students, parents, administrators and co-teachers. Central to the course is an exploration of the Five Qualities as a contemplative means of assessment and observation in learning environments. Prerequisite: Completion of Summer Session I.

EDS 710
Arts in Education II - 2cr
Faculty
Book Arts, Story Telling, Ikebana, Painting, Dance, Calligraphy, etc. Students may continue with the same form as last summer or change to another. Prerequisite: Completion of Summer Session I.

EDS 715
Integrative Seminar IV - 1.5cr
Faculty
Students identify and work with specific areas for transformation within their own teaching leading to articulation of their thesis proposal. The course includes roundtable faculty discussions with student involvement on emergent issues within the community. Prerequisite: Completion of previous Integrative Seminars.

EDS 840E
Thesis Seminar I - 1cr
Faculty
Individualized support for students' thesis work. Theses will develop and elaborate from a selected aspect of the students' practical application of contemplative education in their own classroom. Examples might include: Mindful Speech with Children, Riding the Emotions of Parent Conferences, Working with Adolescent Aggression in the Classroom, Pacifying and Enriching the Classroom Environment, Bringing Sanity to the Cafeteria, etc.

EDS 720E
Spiritual Roots of Development II - 1cr
Faculty
This course is a continuation of Child, adolescent or adult spiritual development will be selected by students for concentrated, individualized study in this self-directed continuation of the course this semester. Prerequisite: Completion of EDS650E.

EDS 735E
Integrative Seminar V - 1cr
Faculty
Further study and integration of awareness and the Maitri perspective in teaching skills, curriculum and environmental design. Prerequisite: Completion of previous Integrative Seminars.
EDS 880E
Thesis Seminar II - 2cr
Faculty
Thesis work will be completed this semester for presentation at the final summer conference. Prerequisite: Completion of EDS 840E.

EDS 765E
Integrative Seminar VI - 1cr
Faculty
This course is a continuation of previous Integrative seminars. Prerequisite: Completion of previous Integrative Seminars.

EDS 800W
Summer Education Conference III - 1cr
Faculty
For graduating students the conference will mark the end of the two-year program, a final celebration and presentation of their theses to interested conference participants and program students. Prerequisite: Completion of EDS 880E and EDS 765E.

Environmental Studies (ENV)
The courses in this discipline are offered by the Environmental Studies Department. These courses may be taken as a minor, or as electives.

ENV 300
Nature, the Sacred and Contemplation - 3cr
Suzanne Duarte
The pure, mindful experience of Nature often leads to a personal, emotional relationship with Nature. Some refer to this kind of relationship as spiritual, sacred, or mystical. This course explores the individual, cultural, and contemplative dimensions of such a relationship. It integrates experience and contemplation outdoors with teachings about Nature from contemplative traditions, ecological knowledge, and observations as a naturalist. This course fosters a personal encounter with the Sacred, and offers contemplative skills that are helpful in any situation of change, challenge, or stress. A four-day weekend retreat focused on a Contemplative Nature Walk is a required part of the course. This retreat occurs early in the semester with a $250.00 lab fee. Required for Environmental Studies majors. Upper Division standing recommended.

ENV 340
Garden World - 3cr
Bob Howard
This course provides an overview and an introduction to gardening. Botany, ecology, garden history and design to lay a solid foundation for the practical how-to of garden making, are studied with an emphasis on a natural, organic approach. Practical demonstrations at Hedgerow Farms provide experience in practicing skillful gardening, including how to dig a bed, sow seed, water, and cultivate. Observation of nature’s cycles in the garden is the basis of the practical and true art of garden work. Required for Environmental Studies majors. Recommended taking one lower division science or complex systems course.

ENV 480
Senior Project - 1-3cr
Faculty
Meet with your Environmental Studies Advisor. May be taken in lieu of Sustainable Communities to fulfill Major requirement. Best taken in final semester before graduation.

ENV 499
Independent Study - 1-3cr
Faculty

ENV 500
Human Systems and Evolution - 3cr
Faculty
This course will explore the story of humans dwelling in ecosystems as animals, and how our species co-evolved with ecosystems and larger environmental factors. Students will explore whether cultures are kinds of natural systems, or so different in kind as to be unnatural. Students will begin in deep time with the emergence of our distant relatives, trace the unfolding of “human” consciousness, its relationship to the brain, to language, and the Sacred. Finally, students will discover the origins of culture, and follow that story to the present. Discussion of the current ecological crisis and the requirements for ecologically sustainable societies will be grounded in an in-depth study of the subsistence patterns of selected cultures. Pre-requisite: NCCS 220 Cultural Anthropology, ENV 535 Ecology & Evolution, or permission from instructor. Required for Environmental Studies majors.

ENV 520
Deep Ecology in Context - 3cr
Suzanne Duarte
This course is an introduction to Deep Ecology philosophy in historical and cultural contexts, including contemporary currents of thought such as ecofeminism, ecopsychology, and systems thinking. The contemplative path begun in “Nature, the Sacred and Contemplation” is taken further in the cultivation of “ecological identity” and a personal commitment to action on behalf of Nature. Deep ecological alternatives for addressing ethical and ecological problems will be examined, along with options for effective and compassionate action. Experiential exercises and a research project enable students to apply the deep ecological perspective to their own lives. Prerequisite: ENV 300 Nature, the Sacred & Contemplation. Required for Environmental Studies seniors.

ENV 528
Ecopsychology Training: Waking Up Together - 3cr
Jed Swift
Ecopsychology recognizes that human health - mind, body, and spirit - is fundamentally nourished through relationship with the natural world. No part is separate. In this experiential training a broad range of therapeutic counseling practices are explored: methods for assessing the health of the ecological self, conducting eco-biographical interviews, the use of self-initiated ceremony for personal and family healing, working with attitudes toward consumerism, and others. The course is recommended for those seeking to bring ecopsychological principles into psychotherapy, teaching, service and activism. The team-taught format, along with the rich and beautiful Front Range environment, provides and extraordinary learning experience.
ENV 530
Environmental Problem Solving - 3cr
Chuck Patterson
This course presents both practical and conceptual aspects of addressing environmental problems. A major focus in the class is the development of skills to access ecological, anthropological, and agricultural databases, as well as other published and unpublished information sources. Further emphasis is placed on skillful synthesis of gathered information, clarity of strategy, and decision-making processes. Students complete a project involving a local environmental problem. Required for Environmental Studies majors. Upper Division standing required.

ENV 535
Ecology and Evolution - 3cr
Chuck Patterson
An introduction to the ongoing evolutionary journey of matter and energy as it manifests as life on this planet. Through classroom work and field trips to the diverse ecosystems of our own bioregion, students will investigate fundamental ecological concepts such as: energy flow, nutrient cycles, food webs, population growth, biodiversity, adaptation, carrying capacity, ecological succession, symbiosis, and interdependence. Students are exposed to general theories of physical evolution of life and genetic evolution of populations. The course explores strengths and limitations of the scientific method as an investigative tool. It also seeks to foster an appreciation for the richness and diversity of the ecosystems. Required for Environmental Studies majors. Prerequisite: Lower Division science or complex systems course.

ENV 540
Contemplative Approaches to Environmental Issues - 3cr
Faculty
Within a context of contemplative practice and deep inquiry, students will explore compassionate, democratic approaches to environmental issues; principles of mature, nonviolent activism; and the current political and spiritual landscape of the environmental movement. Personal and/or team projects will provide opportunities for personal engagement. Previous experience in sitting practice is highly recommended. Required for Environmental Studies seniors. Prerequisite: ENV 530 Nature, the Sacred & Contemplation.

ENV 545
Environment and the Political Process - 3cr
Faculty
This course will examine traditional assumptions about the value and use of natural resources throughout history. It will look at how these views influence society's relationship to the natural world, and how political process can be a tool for either the misuse or stewardship of the environment. Political and economic systems that affect environmental policies will be examined through a detailed examination of the policy process. Upper Division standing recommended.

ENV 550
Sustainable Communities - 3cr
Scott Taylor/Bob Hinard
This course explores the concept of sustainability from these perspectives: food supply, shelter, energy, protection and proper ecological use of environmental resources, and social harmony and balance. Students explore (1) which kinds of societies have met the aforementioned criteria in the past; and (2) whether or not societies and communities that meet these criteria in the midst of today's industrialized cultures can be created. Each year, students work as a team to design a potentially sustainable community for a specific location within a designated bioregion. Prerequisite: Senior standing or consent of instructor. Required for Environmental Studies majors. May be taken in lieu of Senior Project.

ENV 555
American Indian Cultural Survival: Intro to American Indian Studies - 3cr
Faculty
This course will focus on contemporary life and experiences of American Indian people. As Indian people continue to struggle for self-determination, many issues will determine how Indian people flourish as individuals, as tribes and as a people. Students will explore the impact of economic development, education, health, social welfare, urbanization, land struggle, religious freedom, acculturation and assimilation, activism, identity and tribal determination. An emphasis of the course will be to examine the historical narrative that shaped the American consciousness about Indian people and expose the myths and stereotypes that continue today. Prerequisite: Cultural Anthropology or Diversity class.

ENV 560
A Deepening of Wisdom I: Ecopsychology Training for Environmental Leaders - 2cr
d'Forrest Ketchin, and faculty
Planetary citizens face difficult ethical choices which demand the courage to engage issues of personal and cultural wisdom without the reciprocities between humans and their surrounding environments. The recognition that the common usage of the word "environment" often places human/social issues emerge as in opposition from environmental ones. This annual Summer Intensive will be held in a wilderness setting and explore these issues. The structure allows each M.A. class (entering and continuing) a substantial amount of time to allow for the very different kinds of work each class requires. Entering students prepare for their entrance into the M.A. program. Continuing students engage in a solo in the wilderness and prepare for their second year. After time apart, the classes join and spend the final day of the course as one community. This is a 10-day course held in August prior to Fall Orientation Week. (lab fee)

ENV 563
Indigenous People and Environmental Issues - 3cr
Faculty
Indigenous peoples throughout the world who have retained close connection with nature are most often the people who suffer the most direct and devastating effects of environmental destruction. This course explores the environmental issues facing indigenous people in the Western U.S. and the world. Focus is on regional issues and case studies to develop students' awareness of key concerns. The course encourages engagement and action with the people and issues students select as their special topic of focus. Through examining the issues effectiveness...
indigenous peoples and their wisdom and insights students can increase their awareness, compassion, respect and ability to act. Prerequisites: Lower Division, NCCS 220 Cultural Anthropology or Diversity course.

ENV 570
A Deepening of Wisdom II: Ecopsychology Training for Environmental Leaders - 2cr
Anne Z. Parker and faculty
Also a 10-day course held in August prior to Orientation Week. See above. (Lab Fee)

ENV 585
Pilgrimage to Mount Kailash - 2cr
Anne Z. Parker
The primary focus of this course is an actual pilgrimage to Mount Kailash in Western Tibet in May/June of 2002. This month long journey offers students an opportunity to experience a traditional pilgrimage and to explore the landscape, culture and spiritual world of Tibet. It is also an exposure to many harsh realities of Tibet: cultural destruction, third world poverty and colonial rule. It will be a profound learning experience at many levels.

ENV 600
Inner Work for Environmental Leaders I - 2cr
Sherry Silva
Mindfulness training will be introduced through sitting and walking meditation as a ground for developing one's wakefulness and self-trust and the phenomenal world. Meditation is a way of bringing the non-duality of wilderness mind back home and applying it to daily activities and relationships. By experiencing the mind without analysis, reinforcement, or rejection, the way is cleared to relate directly with others and develop the skills for a new kind of leadership. Methods for going beyond one's personal bias and projections in order to see an effective leader will be explored. There will be group practice sessions, lectures, discussions and individual mediation instruction. This course is required for all students enrolled in the M.A., Environmental Leadership Program.

ENV 604
Boulder Creek Watershed Atlas I - 2cr
Bob Medlock
This action project on the Boulder Creek Watershed is collaborative and designed and carried forward year to year by in-coming M.A. students. Each incoming class selects the research, design, methods, and final product for that year's phase of the project. Successive years of students will carry on and expand the project. An understanding of watershed principles and issues is central to the M.A. program, as is an experience of how natural systems interact with each other and with culture. This course provides an on-the-ground, in-the-community living lab for learning about these things. Working together on this action project also brings in another dimension of community within the M.A. class itself. This course is required for all students enrolled in the M.A., Environmental Leadership Program.

ENV 605
Boulder Creek Watershed Atlas II - 2cr
Bob Medlock
This course is a continuation of ENV 604.

ENV 620
Human/Nature Contract I - 2cr
D'Forrest Ketchin
This course explores one of the principle underpinnings of the Environmental Leadership program, the union of science and spirit. Environmental Leaders face profound questions: Can the dominant culture come to view the natural world as Creation, or has Western culture de-sacralized Nature beyond recovery? Are the two states of mind implied by Western science and religion — reason and revelation, logical knowledge and intuitive wisdom — incompatible? Must religion and science be in conflict? The course is intended to foster an extended and informed conversation among students and scholars with different backgrounds. Scientific foci will be the physical and biological sciences, specifically physics and the unfolding universe, and the story of biological evolution on Earth. The religious foci will be with, and enrichment and global context provided by Tibetan Buddhism and High Plains American Indian traditions. Through both ways of knowing — religious and scientific — students will explore natural and cultural manifestations of the living systems theory studies in ENV 630. Required for M.A., Environmental Leadership Program students.

ENV 621
Intensive I Integrative Dialogue: Exploring Indigenous Models of Leadership - 1cr
Faculty
One of four key foundations for the Environmental Leadership M.A. program is that ancient wisdom has much to offer to leadership today. It is widely recognized in areas as diverse as business and religion that the dominant models of leadership are not serving the best interests of the earth system (Gaia), and that it is important to learn about alternative models as old as Gaia herself. These ancient models have found expression in a variety of ways among various indigenous peoples. This course will explore several of these, focusing especially on the peoples who inhabit western North America, since these are the lands which lend their support to this program. This course is a prerequisite for ENV 631.

ENV 630
Transforming Systems I - 2cr
Mark Wilding
Living Systems theory will be explored for its contributions to environmental and social theory and as a model for active engagement with the crucial issues of our time. Learning will center on the understanding and application of information and key concepts. The structure will be provided by six interswoven strands, each drawing upon information, theory and application: the sociocultural, the ecological, the spiritual, the political, the economic, and the personal/contemplative. Theory will be anchored in lived experience through personal and group process work, field learning in the social and natural sciences, and problem solving. Particular attention will be given to how systems of all scales transform into new systems, leading to an exploration of social and cultural change processes. Students will have responsibility for designing and working collaboratively on an
original project. Required for all M.A., Environmental Leadership Program students.

ENV 631
Intensive II Integrated
Dialogues: Engaging
Environmental Justice
Issues - 1 cr
Faculty
A second foundation of the
Environmental Leadership M.A.
program is that people and culture
are a part of Gaia, and not a
separate or inherently bad
phenomenon. This foundation
emerges from a belief in basic
goodness. Most environmental
debate and problem solving
evolves around the false opposition — People or the
environment? In most situations
the people who suffer most from
environmental pollution are the
poor, under-educated, and
under-employed. They are
often also people of color. This
course explores the issues of
environmental justice from several
perspectives, with the intention of
offering a path through the
competing dichotomies to a more
holistic approach that has the
potential to reveal the workability
in seemingly unworkable
situations. The prerequisite for
this course is ENV 621.

ENV 650
Inner Work for
Environmental Leaders II - 2 cr
Sherry Ellins
This course is a continuation of
ENV 600.

ENV 670
Human/Nature Contract II - 2 cr
d’Perrest Racha
This course will continue the essen-
tial work of bringing living systems
to life through natural and
social systems, begin in ENV
620. This semester will focus on
understanding the globalization of
culture and economy, and the
impact on ecosystems, as well as
on the sacred view of Creation. The
time period explored will begin
sometime around 15 thousand
years ago, right here in
“Colorado”, and continue through
colonization, industrialization, and
the transition to Capitalism.
Students will weave living systems
theory through the themes of
Cultural Ecology, thermodynamics,
Economics, global networks, as
well as the global forces affecting
religion. The union of science and
spirit remains the doorway into the
exploration of these issues. This
course is required for all students
enrolled in the M.A., Environmental
Leadership Program.

ENV 671
Intensive III Integrative
Dialogues: Ecopsychology for
Environmental Leaders - 1 cr
Faculty
Ecopsychology is a third key
foundation of the Environmental
Leadership program. It offers tools
and skills for helping oneself and
others experience the truth of
basic goodness and fundamental
belonging in Gaia. Beyond this the
great goal is to suggest an alternative
approach to living. So often the
pattern is to for the environmental
worker or leader to work whole-
heartedly until exhaustion sets in,
then to take a retreat, or to medi-
tate intensively, for the purpose of
healing sufficiently to re-enter
the ‘ fray’. This is something like ‘taking
a retreat for the stress’, the same
model as taking an aspirin for a
headache. What if it were possible
to alter the model altogether?
This course is a prerequisite for
ENV 681.

ENV 680
Transforming Systems II - 2 cr
Mark Wilding
This course is a continuation of
ENV 630.

ENV 681
Intensive IV Integrative
Dialogues: Transformational
Activism - 1 cr
Faculty
The idea that activism can be
transformational — for oneself and
for others — is a fourth foundation
of the Environmental Leadership
M.A. program. This kind of activism
is based on an altogether different
model from the kind so often
encountered in environmental
work. Building on the tools of
Ecopsychology this course will
explore the path of transforma-
tional activism, with the intention
of identifying some of the ‘sign
posts’ along the way, and building
skills and understanding about how
to support each other. An essential
aspect of this exploration will
involve inquiring into the nature of
community. Prerequisite: ENV 671.

ENV 720
The Art and Ethics of
Leadership - 3 cr
Tom Windham
This course will involve an investiga-
tion and discussion of the theory
and wisdom of leadership. Students
will do an historical review of forms
of leadership and the view of
leaders, balancing Eastern and
Western, traditional and innovative,
Hierarchical and anti-hierarchical.
The sources of power, the ability to
lead, to promote change, the charis-
ma issue, whether leaders are
born or made, the voluntary and the
appointed leader, the disciplines of
followership and the causes of the
assuming vacuum of leadership in
modern U.S. society will be
researched and discussed. The
course will culminate in a review of
the modern corporate or business
view of leadership. Open to students
in the second year of the M.A. in
Environmental Leadership and other
graduate students by permission of
the department. Required for all
M.A., Environmental Leadership
Program students.

ENV 730
Culture/Nature Partnership
Project I - 2 cr
Anne Parker
This course is a team action project
focused on a restoration project
at Hedgerow Farm. Like the
Watershed Project, each class will
carry the project forward into the
next year. Students are engaged in
every step of the project design
and execution. Field methods,
sampling, mapping, baseline data
gathering, long term monitoring,
educational curricula development,
networking with local government,
neighborhoods, and community,
and production of final product are
all aspects of this project. Readings,
lectures, and guest speakers allow
students to explore the practical
and theoretical issues of
environmental restoration.
This course is required for all stu-
dents enrolled in the M.A.,
Environmental Leadership Program.
ENV 770
The Art and Ethic of Leadership II - 3cr
Tom Windham
This course is a continuation of ENV 720. In this second semester, the emphasis will be on the development of the skills of leadership and the "artistry" and ethic of the leader. In both a theoretical and experiential mode, students will explore the skills that accompany and enhance the ability to lead, from mindfulness/awareness practice through effective listening, to mediation and public speaking. Students may be required to teach segments as part of the "leader as teacher" training.

ENV 780
Culture/Nature Partnership Project II - 2cr
Anne Z. Parker
This course is a continuation of ENV 730. The second half of this project moves from project design and learning of technique to data gathering and project production phases, from the examination of issues and theory to applied action and community outreach. This course is required for all students enrolled in the M.A., Environmental Leadership Program.

ENV 860
Practicum - 1-4cr
Faculty
Practicum are to be designed by the student in consultation with faculty. The purpose is to offer a block of credits that students may use to focus and specialize their degrees through jobs, active projects, applied research, courses focused at specific topics. Students may enroll in this course repeatedly in order to complete the independent work and research necessary for completion of their M.A. requirement.

ENV 880
Master's Thesis/Project Seminar - 3cr
Anne Z. Parker
This course provides faculty guidance to students engaged in writing the Master's Thesis or Project.

ENV 887
Extended Master's Thesis/Project - 0.5cr
Anne Z. Parker
Students who have not completed the Thesis/Project, may qualify for extension of the Master's Thesis semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.

Horticulture (HOR)
The courses in this discipline are offered by the Environmental Studies Department. This is a Specialty Area within the E.S. major. These courses may also be taken as a minor, or as electives.

HOR 499
Independent Study - 1-3cr
Faculty
Recommended for students doing a Specialty Area or minor in Horticulture.

HOR 500
Landscape Design for Sustainability - 3cr
Jim Zarka
This course provides an overview of the skills and history of landscape garden design. Students learn about plants appropriate to the Boulder climate and study site analysis, planting techniques, stone and wood construction, irrigation, and design principles. Students learn to create a landscape design tailored to their own garden, and practice drafting, sketching and lettering for a blueprint plan. Experience with these skills takes place in the context of an introduction to the history of landscape and garden design. Students examine slides and videos of historically important gardens and visit local gardens. Prerequisite: ENV 340 Garden World, or Upper Division standing

HOR 510
Small Farm Management - 3cr
Jim Baransky
This class is designed to provide the know-how to operate a diversified market garden farm profitably. It covers all essential aspects such as equipment, land preparation, cultivation, and marketing of produce from early spring through fall. Field days are spent at local organic farms. Prerequisite: ENV 340 Garden World, or Upper Division standing.

HOR 520
Vegetable Garden - 3cr
Eric Johnson
An introductory course on organic vegetable gardening. Topics included are garden ecology, plant selection, garden design, composting, plant propagation, and crop rotation. Prerequisite: ENV 340 Garden World, or Upper Division standing.

HOR 535
Sustainable Living/Sustainable Agriculture: Food Production and Community - 3.6 or 10 credit options/non credit also available
James Baransky and Cheryl Mulholland
We will explore, practice and perform the crafts and the arts of working with the land, while working with each other and see that the two are intimately interrelated. In the setting and the culture of a small organic farm and market garden, we will develop the discipline of "hands-on" experience. We will practice in the perspective and context of the farm as a subtly and vibrant organism which is in need of our care, enthusiasm and attention. We will study the farm as we help co-create the gardens.

InterArts (IAR)
Courses in this discipline are offered by the InterArts Studies Department.

IAR 340
Studies in Improvisation - 2cr
Diane Butler
Studies in Improvisation provides a basis for the InterArts studies curriculum through exercises and discussions focused on the development of awareness, spontaneity, and playful but disciplined improvisation. Undergraduate students are invited to explore the myriad possibilities generated through playful structures in diverse media. Participants will develop techniques for observation and for making creative decisions quickly, appropriately and with confidence. Solo and ensemble investigations and readings support the emergence of a personal
creative vocabulary while providing fundamental concepts and skills for collaboration. This is a basic skills course and is open to all undergraduate students.

**IAR 355**  
History and Contexts of Contemporary Art: Contemplative Perspectives I - 3cr  
Steven Taylor  
This course is a team taught, interdisciplinary survey of the contemporary arts of the 20th century Western experience with an emphasis on investigating the creative process. The arts are dynamic constellations of persons, ideas, and practices. Rather than seeing the artist as an isolated individual genius, she is regarded as a point of convergence on a dynamic grid, a location in a lineage network. Contemplative disciplines developed and practiced by artists are explored as the cognitive training fundamental to art practice. Class discussions include an emphasis on developing a vocabulary for defining the creative process with a recognition of the contemplative aspects of creativity. Experience in creative process is recommended.

**IAR 360**  
History and Context of Contemporary Art: Contemplative Perspectives II - 2cr  
Steven Taylor  
This is a continuation of IAR 355. The emphasis is on the last half of the twentieth century. Chogyam Trungpa, Rinpochhe said, "Nobody can create a perfect work of art or understand a perfect work of art without understanding the practice of meditation." He also said that Beethoven, Mozart and El Greco all practiced meditation. Each meeting features a presentation on the work of an artist or a group of artists. Historical and critical perspectives are explored via readings in art history and criticism. Class discussion includes an emphasis on developing a vocabulary for recognizing both the historical and contextual relationships in the creative process. Experience in creative process is recommended.

**IAR 370**  
Theater Design and Production - 2cr  
David Crotalano  
"All space is constrained by an idea of that space" — Peter Brook. Just as ideas are framed by personal values, so is the theatrical experience framed by choices of space, light, and sound. Students discover and develop the basic principles of theater design within a series of five class studies. Emphasis is placed on the effective use of simple ideas and the development of a language for collaboration. Each student's final project consists of a light or set design for a work in the Student Arts Concert, or fulfilling the role of producer, stage manager, master electrician or sound operator for a production. Highly recommended for InterArts Studies students or others interested in performance.

**IAR 380**  
Creative Process I: Improvisation - 3cr  
Barbara Dilley, Mark Miller  
Students explore improvisation as a path towards interpersonal and creative expression. Class work includes physical and vocal warm-up, improvisational exercises, guided meditation and regular solo and group performance in class. Students practice improvisation as an awareness discipline and means for generating creative material for dance, theater and music performance. Open to InterArts Studies and Interdisciplinary Studies students with an arts emphasis.

**IAR 410**  
Creative Process: Guest Artist: Dhama Art - 2cr
Diane Butler and guest presenters  
Dhama Art is a contemplative training which connects the truth of experience through the expression of unconditional beauty. The program cultivates the path of the warrior-artist, a world where a keen aesthetic awareness underlies all activity. The core material of this program is based on the teachings of Chogyam Trungpa, Rinpoche and experienced through practices such as calligraphy, object arranging, improvisation, environmental installation, and shamanovipassana meditation. Though this is primarily an experiential workshop, seminar presentations and discussion groups will enhance the material. No previous artistic training is necessary. Awakening the senses to join art and everyday life, the path of Dhama Art's meditation in action.

**IAR 420**  
Creative Process II: Composition - 3cr  
Diane Butler, Lee Worley  
This course offers interdisciplinary perspectives on the generation of material for performance. The class will work with structure and form as a means of clarifying artistic vision and exploring composition as a creative and expressive discipline. Students are encouraged to experiment with the full range of artistic mediums including movement, text, music, costume, sets, and environment. Explorations are based on individual and collaborative activities and culminate in final presentations. Prerequisite: IAR 380, Creative Process I: Improvisation.

**IAR 430**  
Creative Process III: Performance Studies - 3cr  
Barbara Dilley, Diane Butler  
This course is a senior seminar for InterArts Studies and Interdisciplinary students with an emphasis in performance and prior experience in creative process. It is designed to support students who are preparing work for performance, or non-performance projects in research, pedagogy or other topics. Students are required to engage in independent studio time as projects begin to evolve. In class showings offer constructive feedback and critique from faculty and peers. Students also develop performance related seminar topics for discussion. Projects may be presented in departmental Works-in-Progress, Coffeehouse, Salon, Arts Concerts, Garuda Theater, or other venues. Prerequisite: IAR 380, IAR 420 or equivalents.

**IAR 450**  
New Repertory Performance Project - 2cr  
Diane Butler  
New Repertory Project supports guest artists in the development of new performance work. In each project, the artist models creative and directorial skills for the student performers and provides them with an opportunity to learn interpretive
or repertory skills. Projects may be sourced in any number of genres: music/dance, text/movement, performance art, and multi-media. Faculty/directors and students work intensively prior to the beginning of the spring term in a creative retreat format. The remainder of the course is conducted during weekly rehearsals and may culminate in a public performance. Faculty may establish prerequisites or hold an audition process during the pre-registration period of the previous semester.

IAR484
Advanced InterArts Seminar: Improvisation - 3 cr
Barbara Dilley and guests
Improvisation is the source of creative process and a natural technique in many performances. Each class will begin with meditation and other contemplative exercises to cultivate a body/mind discipline that is fresh. This is the ground for the ‘young-warrior-artist-in-training’. From this energetic and still point we will study the techniques of the Fearless Dancing Project. All states of body-mind are invited onto the grid and into relationships with gestures, stories, sounds and dance. Making scores and compositional decisions will be a major investigation. Guest teachers from different arts practices will enrich the process. Each student will create a final project to be presented outside of class to the Naropa community. Prerequisite: IAR 380 and IAR 420.

IAR 499
Independent Study - 1-3 cr
Faculty

IAR 503
Contemplative Dance Intensive: Not Two and Not One - variable credit
Barbara Dilley
Zen teacher Suzuki Roshi described the body and mind as being “not two and not one.” During this intensive, the discipline of Contemplative Dance Practice is combined with study with master teachers in the fields of creativity and movement studies. Meditation practice, improvisation, and embodied conscious community are the three central disciplines. Within this environment, opportunities arise to question assumptions, and investigate the dynamics of “body/mind” and “leader/follower”. Students should have previous experience in meditation practice and movement studies. Grading is on a Pass/Fail basis.

IAR 506
Contemplative Dance Practice: Body/Mind Awareness - 1 cr
Barbara Dilley
Contemplative Dance Practice joins the disciplines of sitting meditation with practices from contemporary dance improvisation and movement studies. Students are presented with the form during the first three sessions then participate with the on-going Contemplative Dance Practice community in three hour sessions throughout the semester. Sessions include sitting meditation, personal awareness practice, “open space” (working in space with others) and group discussions. Students should have previous experience in meditation practice. Grading is on a Pass/Fail Basis. Advanced study in this practice is offered in IAR 503 Contemplative Dance Intensive: Not Two and Not One.

Gerontology and Long-Term Care Management (LTC)
Courses in this discipline are offered by the Gerontology and Long-Term Care Management Department.

LTC 570
Working With Elders In The Creative Process - 2 cr
Jeffrey Blas and Lucien Walsin
This course is designed for people currently involved in elder care and for those interested in working creatively with elders. Using the expressive arts and group process, the course explores the theory and practice of how elders communicate through and with their bodies. Participants learn to express their own stories and images through movement, theater, and awareness exercises, both individually and within a group. These skills are then brought into a variety of eldercare environments in which the student can work directly with an elder in a one-on-one relationship of discovery and learning.

LTC 590
Effects of Contemplative Education - 3 cr
Robert Ackley
This course focuses on the development and implementation of a program of research to document the results of contemplative education. Available to students with at least one course in research methods.

LTC 600
Contemplative Approaches to Aging - 2 cr
Katherine Campbell
This course will provide the entering Gerontology program students with an introduction to meditation practice and to the essentials of contemplative education as an essential foundation for providing long-term care and long-term care management. Using Shambhala Teachings as a working basis, the focus of this class will be presented as a skillful means of befriending the aging process, both one's own and that of others.

LTC 610
Concepts of Management: Leadership and Teamwork - 3 cr
Robert Ackley
This course surveys theories, strategies, and styles of management. An understanding and analysis of each topic is offered through lectures, classroom discussions, team simulations and case studies. The course also covers styles of leadership, management process, and the development of communications skills for administrators.

LTC 620
Long-Term Care Delivery Systems - 2 cr
John Torres
This course explores the range of treatment strategies and settings for providing long-term care. The history and future of nursing homes, home care and other community-based alternatives are discussed from a continuum-of-care perspective. Major sources of financing and other long-term care policies are introduced.
LTC 630
Managerial Accounting - 2cr
Jeffrey Slavko
This course is designed to provide students with an understanding of the principles of accounting and their application to the long-term care facility setting. The course familiarizes students with managerial and financial accounting terminology and practices, and provides instruction in the preparation and use of income statements, balance sheets and statements of cash flows. Preparation of operating and capital budgets are discussed in detail, as well as the utilization of financial data to evaluate operating performance, clarify problem areas and identify possible solutions. The objectives of accounting and reporting and the use of computerized systems to accomplish these are presented.

LTC 640
Aging and Health - 2cr
Megan Carnarius
This course will examine the aging process by learning both past and current theories of aging. Topics including biological and psychological changes are explored, as well as how these changes affect one's relationship to the world. The course examines myths about aging and explores how health is experienced, regardless of the presence of or lack of disease. The terminology of health and disease common to a long-term care setting is introduced to facilitate effective communication with healthcare professionals.

LTC 647
Social Aspects of Aging - 2cr
Robert Atchley
This course provides a comprehensive overview of social gerontology as a field of knowledge, research, social policy and practice.

LTC 650
Contemplative Approaches to Elder Care - 3cr
Victoria Howard and Kathy Naman
This course builds on the learning developed in the class, "Contemplative Approaches to Aging". Students will continue their study of contemplative practice as it relates to creating healing environments. Principles of therapeutic community, interdisciplin ary teams, and group dynamics will be presented and discussed. Students will examine the structure and function of a caregiving team with emphasis on the way in which a team builds a nurturing circle of support and protection for an elder. Prerequisite: LTC 600.

LTC 670
Long-Term Care Policy - 2cr
Robert Atchley
This course offers an overview to health care and long-term care policy, with an emphasis on current issues affecting costs, access and quality of care, and current policy proposals. The course also provides an overview to the regulatory structure in long-term care.

LTC 680
Financial Aspects of Long-Term Care - 2cr
Gail Hoyt
This course surveys sources of revenue for long-term care facilities. Special emphasis is given to a description of the Medicare and Medicaid programs, including their eligibility requirements, benefit configurations, and reimbursement mechanisms. Since Medicaid is the primary source of funds for most institutions serving the chronically ill elderly, the focus of the second half of the semester is on specific elements of Medicaid reimbursement, variations among state Medicaid programs, and proposals for Medicaid reform on the federal and state levels. The course concludes with an in-depth review of cost reporting, the mechanism by which facility reimbursement rates are generated. Prerequisite: LTC 630

LTC 699
Independent Study - 1-3cr
Faculty

LTC 700
Program Seminar - 0.5cr
Faculty
This course helps students further explore their experience in the program and issues relevant to current trends in long-term care. It also gives them greater insight into the internship they will be entering during the next semester. This course allows for development of closer relationships with the other students in the program as well as the faculty and site supervisors at various internship sites.

LTC 720
Facilities Management - 0.5cr
Dennis Boggio
Assisted Living has emerged as a new model of housing and care in the United States. What are the major qualities and characteristics of Assisted Living? What design elements can support and optimize independence, privacy, dignity, and individuality? How can architecture promote relationships and nurture the spirit and emotional well-being for residents? This course examines design criteria in order to create highly supportive residential housing for mentally and physically frail individuals.

LTC 740
Human Resources Management - 2cr
Mary Presud
This course explores the applications of general human resource management principles to long-term care and other health-related facilities. Students learn practical and technical skills to enable them to attract and retain the highest quality staff possible. Activities covered include personnel recruitment and selection practices, staff training and development, employee communications, performance planning and appraisal, employee health and safety, labor relations, compensation and benefits administration, and counseling and disciplining staff. Students also assess their managerial styles based on both their internship experiences and the use of diagnostic instruments. Human resource management principles are then applied to the specific task of motivating and supporting caregiving staff.

LTC 750
Legal and Ethical Environments of Long-Term Care - 2cr
Fred Miles and Sheila Atchley
This course provides an introduction to legal and ethical issues involved in the administration of long-term care facilities. It begins with a presentation of the structure of the court system and court procedures and the definitions of different types of law. Basic principles are reviewed for contract law, wills and estates, tax laws, corporation law, guardianship laws, privacy and confidentiality, and intentional and unintentional torts with specific emphasis on the potential liabilities of health care profession-
als and administrators. The course also focuses on ethics of health services management.

**LTC 800**  
Professional Seminar - 1-1.5 cr  
Kathy Naman  
This seminar continues through all but the final semester of the internship, when it is replaced with the Master's Paper Seminar (description follows). It provides an opportunity for students to discuss their experiences in their internship placements with faculty from both the therapeutic and management courses. The emphasis is on applying principles taught in the content-oriented courses to specific issues and challenges experienced by students at their internship sites. Specific techniques are offered for organizing student observations and descriptions of administrative, organizational, and therapeutic activities.

**LTC 805**  
Graduate Field Placement in Long-Term Care - 2 cr  
Faculty  
This course provides supervised field placements for certificate students in gerontology and long-term care management. Field placements involve 4 hours per week of observation in a long-term care field setting throughout the semester. Prerequisite: LTC 610 Concepts of Management.

**LTC 850**  
Internship - 1-8 cr  
Kathy Naman  
Students are placed in long-term care settings. The 1000-hour internship is usually 20 hours per week, on site. The number of credits taken each semester depends upon the semester and course schedule option the student selects.

**LTC 880**  
Master's Paper Seminar - 1 cr  
Robert Atchley  
Students are required to complete a Master's process paper and present it to program faculty and students at the end of their last semester.

**LTC 881**  
Extended Master's Paper - 0.5 cr  
Faculty  
Students who have not completed the Master's paper may qualify for extension of the Master's Paper Seminar. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.

**MUS** (MUS)  
Unless otherwise indicated, courses in this discipline are offered by the InterArts Studies Department.

**MUS 300**  
Music Appreciation - 3 cr  
Bill Douglas  
During this class, students open themselves to the richness, beauty, power, and magic of the world's musical heritage. The class concentrates on the development of Western classical music and the history of jazz, as well as music from Brazil, India, Tibet, Mongolia, Japan, Bali, Bulgaria, and Africa. Each student receives eight cassettes of highlights from the history of music.

**MUS 350**  
Listening to Jazz - 3 cr  
Mark Miller  
Open to all students, this class examines the multifaceted traditions of jazz music. Through readings and by listening to recorded examples and to live music, students explore the historical, cultural and artistic elements of this richly expressive musical form.

**MUS 499**  
Independent Study - 1-3 cr  
Faculty  

**MUS 500**  
Ear Training I - 3 cr  
Mark Miller  
Through games, drills, singing, and playing, students expand their pitch and rhythm awareness and precision. Subjects include the major scale, reading rhythms, rhythmic subdivision, hearing intervals, hearing and resolving dissonance, hearing the top, bottom, and middle of chords and identifying chord colors.

**MUS 503**  
Naropa Afro-Pop Ensemble - 2 cr  
Carla Zorn  
From jive to jive, this ensemble will learn and perform contemporary popular music of Africa. Precise rhythms and soulful singing form the backbone of the ensemble. All instruments are welcome and there is room for those who don't play a Western instrument. Come with enthusiasm and be prepared to sing!

**MUS 505**  
Balinese Gamelan Orchestra - 2 cr  
I Made Lamatman  
This class provides an introduction to the traditional music of Bali using Naropa University's gamelan orchestra. Gamelan is a musical form dominated by percussion instruments similar to xylophone as well as drums, gong, cymbals, Gamelan flutes and voice. Gamelan is often used to accompany dance, theater or puppetry. The Gamelan orchestra appears in concert at the end of each semester. No previous experience is required.

**MUS 510**  
Ear Training II - 3 cr  
Mark Miller  
A continuation of MUS 500. Additional topics include four-part writing, harmonic analysis, and the church modes. Prerequisite: MUS 500 or its equivalent.

**MUS 515**  
Music of Africa - 3 cr  
Robert Hall  
This course focuses on the history, fundamental techniques, language and traditional rhythms of the drumming of Djembe and Djin Drums of West Africa. The course includes exercises for taping and dexterity. The class joins the African Dance class for a festive performance at the end of the term.

**MUS 530**  
Improvisation I - 2 cr  
Mark Miller  
Beginning with "free music" and working very gradually with more complex forms, students explore various means of individual and group improvisation. Through the use of games, exercises, and simple composition, each student
is encouraged to explore his or her musical identity. In this class, students learn by doing. The class is open to instrumentalists and singers at any level of experience.

**MUS 535**
*Jazz Ensemble - 2cr*
*Faculty*
Jazz incorporates many different kinds of music from the richly complex compositions and arrangements of Duke Ellington to the colorfully expressive "free jazz" of Ornette Coleman. The Naropa Jazz Ensemble explores many aspects of jazz including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for performance. Students will audition with the instructor on the first day of class.

**MUS 538**
*African Marimba Ensemble - 2cr*
*Chris Zorn*
This ensemble class focuses on the exciting, interlocking rhythms and melodies played by the Shona people of Zimbabwe. The ensemble consists of seven marimbas (3 sopranos, 2 tenors, baritone and the giant bass) along with drums and other percussion. The class is primarily hands-on, learning music in a community setting, but students will also explore the rich cultural tradition and history of the Shona people and compare the music of Zimbabwe with other xylophone traditions in Africa and throughout the world. No previous musical experience is necessary.

**MUS 546**
*Nepali Music and Dance - 2cr*
*Faculty*
Offered by the Study Abroad Program as one of the Study Abroad electives, this course offers an introduction to Folk Dance and Vajracharya Dance (religious dance) of the Newari tradition along with the accompanying music played on the Nepali lap drum and cymbals. General dance and music is taught initially with movement into specific interests as the class proceeds.

**MUS 548**
*Balinese Gamelan Orchestra: Ball - 3cr*
*I Nyonon Sumandhi*
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program, Balinese music, specifically gong kebyar is explored. A full orchestra of instruments is available for the group to use. All levels of musicianship are welcome.

**MUS 550**
*Musicianship I - 3cr*
*Bill Douglas*
Intensive musical training sessions involving sight-singing, musical dictation, rhythmic exercises (using rhythms from India, Africa, Brazil and Cuba, jazz, rock and contemporary classical music) and the study of harmony as used in classical, jazz and pop music. Prerequisite: MUS 510 or equivalent.

**MUS 555**
*Introduction to World Music - 3cr*
*David Wheeler*
Through classroom talks, videos, listening, reading assignments, short writing assignments and class discussion, the syllabus addresses music cultures from multiple geographical regions. There will be a special emphasis on Japan, which features a tradition of musical preservation and evolution spanning over 1000 years. This course uses the combination of the universal experience of music and the unique characteristics of specific musical traditions as its starting point. It aims at musical appreciation and enjoyment through the discovery of the practice and preservation of musical traditions ranging from prehistoric to folk and classical. The ability to read European music notation is not required.

**MUS 560**
*Musicianship II - 3cr*
*Bill Douglas*
A continuation of MUS 550. Prerequisite: MUS 550 or its equivalent.

**MUS 570**
*Musicianship III - 3cr*
*Bill Douglas*
A continuation of MUS 560. Prerequisite: MUS 560 or its equivalent.

**MUS 580**
*Recording Studio - 2cr*
*Faculty*
This class studies the production and composition of music in the eight-track recording studio.

Recording, mixing, microphones and the behavior of sound, and synthesizers are explored as producer's tools. Group and individual projects give students the hands-on experience needed to produce their own music.

**MUS 597**
*Private Music Lessons - 0.5-4cr*
*Faculty*

**American Indian Studies (NAM)**
The courses in this discipline are offered by the Environmental Studies Department. This is a Specialty Area within the Environmental Studies major. These courses may also be taken as a minor, or as electives.

**NAM 499**
*Independent Study - 1-3cr*
*Faculty*
Recommended for students taking a Specialty Area or minor in American Indian Studies. Best taken after required courses in this Specialty Area.

**NAM 510**
*Earth Circles and Traditional Wisdoms - 3cr*
*Lorain Fox Davis*
There are remarkable similarities between indigenous traditions and Tibetan Buddhism, and inter-tribally, between widely divergent native peoples. This course explores the underlying diversity and parallels of earth-based spirituality and tribal ways. Following the part of the medicine wheel, the sacred circle of life, and the mandala, this course will explore the wisdom shared by geographically diverse peoples. These sacred ways are often referred to as religions, but as ways of life. There are universal principles underlying the spiritual path that leads to the recognition of essential natures. Pre-requisites: NCCS 220 Cultural Anthropology and ENV 555 American Indian Cultural Survival.

**NAM 525**
*Contemporary American Indian Lit. - 3cr*
*Faculty*
This course will explore contemporary American Indian experiences, cultural traditions, and the continuity of American Indian literary traditions through contemporary...
American Indian writers. The course will focus on several works and explore cultural and sociopolitical underpinnings that inform the writings. Pre-requisite: NCCS 220 Cultural Anthropology or Diversity class.

NAM 535
Understanding Indigenous Science - 3cr
Faculty
This course will explore the concept of “all things related” from an indigenous perspective. Students will seek to understand the many relationships between indigenous people and the land, the natural world, the animal world, and the environment. A major focus will be on indigenous ways of knowing and understanding science, and the significant contributions made by American Indians. Students will develop an ecology of thinking about science, and the environment that provides a non-western view. Pre-requisite: NAM 565 American Indian History and ENV 555 American Indian Cultural Survival.

NAM 560
Survival Skills - 3cr
Richard Dart
Using modern and primitive materials and techniques in both classroom and outdoor settings, students learn many skills of emergency rescue and wilderness living. This class is an introduction to basic survival skills including making fires by friction, locating and purifying water, constructing wilderness shelter, finding wild edible and medicinal plants, primitive hunting and trapping techniques, and animal tracking. Through a hands-on approach to learning, students gain a broader appreciation of nature’s gifts. In addition, students deepen intuitive abilities from our common hunter-gatherer ancestors and better understand our place in nature’s annual cycle of seasonal renewal. Teachings are drawn from the knowledge and wisdom of indigenous peoples worldwide. There is a materials fee for this course. Pre-requisite: Upper Division standing recommended.

NAM 565
American Indian History: Contemporary Issues
Faculty
This course will examine relationships of tribal people to the U.S. Government and U.S. federal Indian policies from the 1800’s to the present. Current policy issues and concerns affecting American Indian tribes will be analyzed in historical and contemporary contexts. Students will also explore the variety of cultural and legal issues related to Indian identity and tribal affiliation. Students will complete the course with a greater understanding of American Indians as a vital people who carry with them an historical perspective that greatly impacts their lives today. Pre-requisite: ENV 555 American Indian Cultural Survival.

B.A. Contemplative Psychology (PSYB)
Courses in this discipline are offered by the Contemplative Psychology (B.A.) Department

PSYB 310
Buddhist Psychology I: Meditation - 3cr
Frank Berliner
This course introduces students to the psychological principles and sitting practice of mindfulness awareness meditation — drawn from the Tibetan and Zen Buddhist traditions as well as the Shambhala teachings of sacred warriorness. We explore the many ways — both obvious and subtle — in which ego-centeredness creates suffering and confusion in our lives; and train students to begin to develop inner tranquility, insight, and loving-kindness as the essential ground for working effectively with their own life challenges and those of other people. Open to B.A. Psychology and Inter-Disciplinary students only, others by permission of department.

PSYB 330
Introduction to Jung - 2cr
Lara Newton
Jung’s basic psychological concepts are explored and seen in the greater context of the psychology of the unconscious. Emphasis is placed on a practical, therapeutic, and spiritual understanding of Jung’s work. Includes discussions of the anima, animus, complex, shadow, archetypes, and the collective unconscious. Some practical work with fairytale, myth, and dream interpretation.

PSYB 344
Introduction to Transpersonal Psychology - 2cr
Faculty
Study of efforts to integrate Western psychology and psychotherapy with a spirit view in the works of Wilber, Maslow, Jung, Assagioli, Grof, and Buddhist psychologists. Students will explore themes such as: meditation and psychotherapy, karma, spiritual issues in psychotherapy, models of consciousness, paths to enlightenment, and transpersonal ecology, sociology and psychotherapy.

PSYB 350
Humanistic Psychology - 2cr
Frank Berliner
This course explores the basic principles of humanistic and existential psychology and psychotherapy. This is the so-called Third Force in the modern Western tradition of psychology, which emerged after 1940 both as an expansion and an alternative to the psychoanalytic and behavioral schools which preceded it. It emphasizes the authenticity of the therapist as the key factor in promoting the client’s potential for growth and healing. We will focus on the work of Adler, Rogers, and Maslow among the humanists; and the work of Yalom, May, Frankl, Perls, and Bugental among the existentialists.

PSYB 360
Approaches to Healing - 3cr
Faculty
This class provides a basic overview of the theory, practice and use of various natural approaches to health and healing. Emphasis is placed upon understanding and appreciating these modalities and discerning when and for what they are appropriate. Students will research and articulate the paradigms of holistic medicine, clarifying their personal interest for future work in this field.
PSYB 365
Family Systems - 2cr
Diane Wyler-Rumpf & Susan Hamburger
This course will focus on seeing the family as a system, with a unique structure and organization. The interactions between family members will be viewed from a systematic perspective, thereby enlarging and deepening the student's understanding of his/her family of origin. The work of Murray Bowen and his family systems theory will be the primary model explored, but the work of Salvador Minuchin and Virginia Satir will also contribute to a deeper understanding of this approach. There will also be an exploration of the basic family forms found in contemporary America: the nuclear family, blended family, single parent family, adoptive family, and gay, lesbian, bisexual and transgendered families. The format of this course will combine readings, lectures, guest presentations, discussions and experimental exercises.

PSYB 430
Exploring Dreams: Jungian Practice and Beyond - 2cr
Gina Martin-Smith
This course focuses on practical work with dreams, using a broad-based Jungian actualization perspective and including a broader and broader range of methods for working with the energies expressed by the symbolic experiences in dreams and everyday life. The emphasis is on group exploration of dreams and fantasies so that we can better understand and more creatively work with collective as well as individual consciousness and unconsciousness. It is not necessary that you remember your dreams. We use fantasies, daily experiences, stories that have special resonance as well as dreams. You will learn ways to encourage dream recall. The most important prerequisites are kindness and an unconditional curiosity towards yourself and others. Prerequisites: PSY 330 Introduction to Jung and permission of the instructor

PSYB 455
Dynamics of Intimate Relationships - 2cr
Lynne Poole
This course explores intimate relationship as a path of personal and spiritual development. The new and evolving relationship paradigm challenges one to become whole, to confront those undeveloped, repressed, and often darker sides which are reflected by the mirrors of the partner. Through selected readings, group process and discussion, creative expression and dynamic exercises, students will discover and develop their own unique vision for creating a healthy, loving partnership.

PSYB 459
Herbal Medicine and Nutrition - 2cr
Brigitte Marr
This course will introduce students to using food, herbs and other natural remedies to maintain and improve a wide variety of health conditions. We will discuss herbal preparations, safety, dosaging and also learn to identify many local plants in this area. Topics included will be Herbal History, Food as Medicine, Reproductive Health, Emotional Health using Natural Remedies, Natural Medicine for Children, Addictions, Psychoactive Plants, Aromatherapy, and Immune System Health. The class will have an East-West approach incorporating many of the principles of Oriental Medicine, yet mostly using native plants.

PSYB 465
Visual Arts:
Imagery in Healing - 2cr
Bernie Marek
Offered by the Contemplative Psychology (B.A.) Department. The purpose of this course is to explore the role of visual arts processes, image, dialog, and enactments in relation to the use of contemplation and imagery in healing. Through a contemplative/meditative format, emotions, and environment to the "matter of hard", the ground for well-being can be experienced. When receptiveness, playfulness, and a willingness to let go are present, heart can be joined with intellect and one of the deepest healing resources - the image - can be touched. The image is the clear lens through which life can be viewed, affected, and befriended more genuinely. Students will work with exercises that incorporate painting, drawing, and clay work as rituals for expression. Students will also incorporate the sharing/healing circle of acceptance and gentleness. Not open to Freshman.

PSYB 466
Group Process - 2cr
Michael Herrick
This is an introduction to the concepts and dynamics of group process. The primary goal is for students to deepen awareness of their own impact and influence in group settings, and to see group dynamics and process influences and impacts on each individual. Habitual participation patterns will be clarified and options for more effective participation will be explored. Topics will include: group formation and maintenance, stages of group development, impact of subgroups, giving and receiving feedback, creative conflict resolution, and leadership interventions and strategies. Dynamics of the class participants will be used as a laboratory for investigation of these topics. Not open to Freshman.

PSYB 472
Presence: Voice and Sound - 2cr
Paul Ortel
This course focuses on one's essential voice, and how that voice is given the form that allows it to be heard. The class is presentation oriented, with students bringing to class regular showings, such as poetry, a dance, a song, a painting, a story, a piece of music, or words from a journal. By listening and being heard, students will study the art and discipline of personal expression, how the personal connects to the universal, and how self extends to and informs community. Through self-expression, one finds knowledge that allows for self-healing, and that can be used to help others.

PSYB 479
Topics in Contemplative Psychology - 3cr
Faculty
PSYB 482
Senior Project Seminar I - 2cr
Jane Carpenter-Colon and Grace Foster Pollard
The Senior Project Seminar class is a self directed two semester course which will support and guide students to uncover through research and the creative process a topic of personal interest which has the potential to benefit others. The senior project will culminate the second semester with a final oral presentation and a written composition. Students will work with research methods, individual disciplines, and community building skills to develop and create a supportive classroom environment. Open to BA Psychology and Inter-Disciplinary students only, other by permission of department.

PSYB 483
Senior Project Seminar II - 2cr
Jane Carpenter-Colon and Grace Foster Pollard
This course is a continuation of PSY 482.

PSYB 486
Contemplative Psychology I: Compassionate Action - 3cr
Ehrsh Berliner
This course examines in depth the principles of compassionate action—as taught in both the Tibetan tradition of Mahayana Buddhism (the Bodhisattva Path), and the Western tradition of service to others. Students learn and practice tonglen meditation (exchanging self for others), as well as the skills of deep listening, empathic attendance, dialogue, and servant leadership. Each student also keeps a weekly journal, which tracks the unfolding of their helping relationship with another person in light of the principles being presented in class. Open to B.A. Psychology and Inter-Disciplinary students only, other by permission of department. Prerequisites: PSYB 310 or meditation experience and permission of department.

PSYB 487
Contemplative Psychology II: Compassionate Outreach - 1-3cr
Grace Foster Pollard
Students will further explore compassionate action through a Volunteer Field Placement. A weekly class will explore the use of contemplative practices of body/speech mind description, exchange, basic attendance and process notes. The class will also offer support and supervision. Any credits exceeding the core requirement will be used to fulfill concentration electives. Prerequisites: PSYB 310 and PSYB 486.

PSYB 499
Independent Study - 1-3cr
Faculty

PSYB 506
Language and Communication in the Healing Process - 2cr
Diane Rudin
Based on the principles and techniques developed by the late Dr. Milton Erickson, this course explores various means by which many subtle, specific forms of communication can be used as powerful healing tools. Through personal styles of interpretation and misinterpretation, students will create the stories of their lives, and from within these stories, their personal problems. Students will work with understanding how subtle linguistic processes and alternative metaphors can provide the means for releasing themselves from deeply ingrained patterns. This course includes demonstrations of indirect hypnotherapy, as well as discussions and practice of specific uses of language and metaphor.

PSYB 508
Embodying Process and the Individual - 2cr
Suzanne Marie
The body is the vessel of emotions, the vehicle for actions and the tool of perceptions. Culturally, we have been trained to ignore bodily processes. This class will examine the role of bodily experience in the unfolding of life's process. Out of a study of sensation, energy, emotion, perception, movement, breath, speech and touch, students will cultivate an ongoing individual practice for embodying their personal process.

PSYB 512
Buddhist Psychology II: Maitri and Compassion - 3cr
Marvin Casper, Kathy Emery, and Janelle Chapin
The maitri practice was developed by Chogyam Trungpa, Rinpoche, from traditional Tibetan yogan techniques. In this practice, particular postures and specially designed rooms evoke a variety of psychological spaces from which arise different styles of thought and emotion. In this course, students explore the major types of psychological space, their relation to pride, passion, paranoia, ignorance, frustration and aggression; and the Buddhist approach to sanity, neurosis and psychosis. Students attend a weekly lecture, practice in the maitri rooms and participate in a smaller group for more personal processing of the material. Prerequisites: PSYB 310 or equivalent meditation experience.

PSYB 515W
Process Painting and Meditation - 1cr
Bernie Marek
When joined with meditation, process painting is a natural way to embrace creativity in a spontaneous, unselfconscious, playful, and deeply meaningful way. Whatever arises—strategies, judgments, comparisons, doubts, or momentary successes—are reminders to return to the intimate dance of spirit. In this course, students cultivate a posture of being less concerned with outcome and more engaging with the vitality, immediacy, and genuineness of creative experience. This course is intended for those who love or fear the enjoyment of painting. Not open to Freshman.
PSYB 520
Abnormal Psychology - 3cr
Kathleen Moore
Offered by the Contemplative Psychology (B.A.) Department.
A goal of the class is to help students become acquainted with the language and tools of western psychology in order to increase the range of their own voices. The class will explore the extremes of mind, describing and lightly experiencing them. Students will look at possible causes for these states, including the individual, familial, societal and economic, as well as discussions about resilience and treatment, both sane and insane. The class will make use of lectures and experiential exercises, have guest speakers and include a trip to a local psychiatric hospital. Prerequisites: Introduction to Psychology or permission of Instructor.

PSYB 526
Introduction to Jin Shin Jı - 2cr
Stephanie Mintz
Jin Shin Jı combines Oriental healing practices with the resolution of shock and trauma. Students learn a map of the body, a hands-on, self-care practice, and assessment and diagnostic tools for identifying and resolving shock and trauma.
This holistic approach to the treatment of shock and trauma includes information on the physiology and neurology of these overwhelming experiences. The history of the study of shock and trauma is also reviewed, along with an evaluation of the current prevalence of shock and trauma in the world. Joining Taoist principles with Western psychology, this class is an opportunity to participate in a “healer heal thyself” philosophy through study, practice, demonstration treatments, and hands-on experience.

PSYB 528
Gestalt I - 2cr
Gary Mueller
The Gestalt approach is a powerful and provocative way of understanding and working with body, speech, and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop “self-knowledge, satisfaction, and self-support.” The course includes readings, lectures, discussions, and experiential exercises.

PSYB 529
Hakomi Integrative Somatics: Learning From Trauma, Understanding Its Effects and Building Personal Resource - 2cr
Piotr Ogden and Kecskami Minto
Unresolved trauma — whether personal, cultural or vicarious — affects psychological well-being as well as the body. This class will educate students about the far-reaching effects of trauma and provide opportunities to personally explore: physical effects of trauma, traumatic dissociative patterns, traumatic modulation patterns, the interface between belief systems and trauma, reorganizing defensive reactions, vicarious traumatization, and the reinstating of healthy boundaries lost in the wake of trauma. Emphasis will be placed on working through the body to develop personal and group resources. Skills will be learned that are useful in resolving the symptoms of trauma and gaining mastery over helplessness. Students should be willing to explore their own trauma history through exercises and group discussion. Not open to Lower Division NCC students unless they have had PSYB 536, open to freshmen.

PSYB 536
Hakomi Integrative Somatics I - 3cr
Pat Ogden and Brigitte Karelts
Recognizing that mind and body jointly express and reflect our most deeply held beliefs about self and the outside world, Hakomi Somatics helps bring these beliefs to conscious awareness. From the body's structure, tension patterns, movement quality, sensations, and impulses, information about one's sense of self and one's way of being in the world is gained. The class will access a mindful state of consciousness, probing gently beneath everyday patterns of habit and automatic responses, to those richly nonverbal levels where basic beliefs organize the quality of experience. By going slowly and gently, an atmosphere of safety evolves where limiting defenses can be examined, and learning and change become possible. This class will integrate basic Hakomi principles with experiential exercises. Not open to freshmen.

PSYB 539
Nutrition - 3cr
Paul Berghman
This class will provide information on all aspects of nutrition. Students will learn about the cultural and agricultural development of food, the chemical constituents of food, and the specifics of food metabolism and utilization in the human body. Study will cover basic concepts of food production, processing and distribution; the anatomy and physiology of digestion; carbohydrate, fat and protein sources and assimilation; vitamins and minerals; energy expenditure; various paths and current trends; and the effect of food on consciousness. Students examine and are encouraged to improve their own nutritional status based upon information provided in their research.

PSYB 545
Developmental Psychology - 3cr
Christine Denning
Offered by the Contemplative Psychology (B.A.) Department.
The study of theory in human development from birth through the span of life. Students will be introduced to major theorists and the philosophical and practical relationship of ethics to psychology will be discussed, including cross-cultural issues. Students will clarify, formulate, and develop their own beliefs and approaches to human development in relation to these major schools of thought. The relationship of these traditional approaches to the contemplative and transpersonal perspectives will be explored. Open to B.A. Psychology and interdisciplinary students only, others by permission of department. Prerequisites: Introduction to Psychology or permission of instructor.

PSYB 546
Tibetan Medicine I - 2cr
Philip Weber
Current Tibetan medicine is a unique blend of Ayurvedic, Chinese, Persian, and Bon medical systems. This course presents an overview of Tibetan medicine and explores how it relates to meditation practice. Topics include: the three-humour theory, the mind-body relationship, disease classification, how disease relates
to diet and lifestyle, pulse and urine diagnosis, the healing process, the role of meditation and spiritual practice, and the use of herbs.

**PSYB 548**
**Gestalt II - 2cr**
Gary Mueller and Bob Wing
This course is a continuation of PSY 528.

**PSYB 552**
**Exploring Dreams: Active Imagination - 2cr**
Gina Martina-Smith
In the first semester of Exploring Dreams students were introduced very quickly to a wide range of dream-work methods and concepts. In this semester more actual interpretations is practiced, as individuals and in the group setting, exploring deeply both the collective unconscious and consciousness and their relationships to self—habitual stances, expectations, reactions, and creative powers. Students will explore more archetypes, prepare formal interpretations, make some presentations to the group for group exploration in active imagination, including immersion, continuing the dream, rewriting, dialogue, art, role play, task and ritual. All forms of art are encouraged. Prerequisites: PSYB 430 and permission of instructor.

**PSYB 556**
**Symbols and Transformation - 2cr**
Diane Rudine
In this course students will work with dreams, fairy tales, and myths as symbols of inner processes. Dreamwork will be done in a Jungian and neo-Jungian style. Fairy tales will be analyzed as collective cultural creations and Eastern and Western mythological systems will be looked at through the work of Joseph Campbell. The goals are to provide a deep understanding of the symbolic nature of mind.

**PSYB 564**
**Journeying With Death and Loss: Harvesting the Jewels - 1cr**
Ann Bartwell
The grieving process holds within it great potential: for change, for growth and for personal transformation. It is a journey that is unique for each person—in its length, its intensity, the events that give it meaning along the way; and in the gifts that provide the seeds for healing. This workshop will be an opportunity to move toward integration in the grieving process. The intention is to discover its treasures and to gather them; creating a vessel for ongoing healing process. Students will learn a variety of tools to facilitate self-exploration and sharing within the group including: journaling, meditation, contemplation, working in dyads, guided exercises, and expressive arts. (This is not a workshop for those experiencing a recent death loss). Prerequisite: permission of the instructor.

**PSYB 566**
**Chinese Energetics and Body Psychology - 2cr**
Marlow Brooks
In this course students will explore the "Law of the Five Elements" and the system of medicine connected with it, the ancient "System of Kings." The ancient Chinese valued body, mind and spirit as inseparable from the world of nature; if nature was observed closely enough the cause of any affliction of body, mind or spirit could be found. The class will work directly with the student's current state of physical, mental and spiritual health and developing tools and skills to help improve personal and interpersonal environments. Each class will include a lecture and discussion as well as hands-on exercises to help bring this material to life.

**PSYB 568**
**Expressive Arts in Healing - 3cr**
Alexandra Shenpen
Expressive media are potent in reflecting, exploring and communicating our humanity. Giving permission to emotional and psychological energies, students will use colors, paper, movement, clay etc. to inquire more deeply into felt experience and limiting habitual tendencies. Basic principles of creativity act as agents of change, with and without words, allowing energy to move, perspective to widen, and a friendlier, clearer heart toward self and others. Individual and small group work develops a meaningful microcosm as a humane, expressive community.

**PSYB 571**
**Personality Theories - 2cr**
Christine Denning
The study of theory in the major traditional systems of psychology including, psychoanalysis, analytical psychology, behavioral, humanistic, and existential. Adlerian, feminist, gestalt, and transpersonal perspectives will also be reviewed. The philosophical and practical relationship of ethics to psychology will be discussed, including inter-cultural issues. Students will clarify, formulate, and develop their own beliefs and approaches to psychology and theory of personality in relation to these major schools of thought. The relationship of these traditional approaches to the contemplative and transpersonal perspectives will be explored. Open to 3.A. Psychology and interdisciplinary students only, others by permission of department. Prerequisites: Introduction to Psychology or permission of instructor.

**PSYB 578**
**Music, Self and Others: Exploring Intra and Interpersonal Dynamics Through Music - 2cr**
Laurie Ruggenstein & David Ruggenstein
Music is a powerful tool for promoting positive change on physical, psychological, emotional and spiritual levels. Experiential and theoretical work with music as non-verbal interaction, music-evoked imagery, and expressive improvisation provide participants with a basis for using music as a modality for personal growth and integration. This course is intended to guide you in exploring your inner landscape and your relationship with others through music rather than investigating clinical applications of music therapy. No previous musical training is required.

**PSYB 579**
**Chinese Energetics II - 2cr**
Marlow Brooks
This course is a continuation of the work in Chinese Energetics I. Students will work more deeply with Five Element diagnoses, the officials, Color, Sound, Odor and Emotion diagnosis and our personal healing journeys. In addition, they will be "journeying" to vari-
ous local plants and trees to access their wisdom and healing powers within the context of the five elements. This will be a beginning of the work with the "Plant Spirit Medicine" System. Students are expected to have a solid ground in the elements, seasons and officials so that there is a strong base for work with diagnosis. 

Prerequisite: Chinese Energetics I

PSYB 585
Tibetan Medicine II - 2cr
Phil Weber
The Tibetan Medical II course will study more directly from the four medical tantras. After learning a good knowledge base students will go on to more direct training in tongue, urine and pulse diagnosis, as well as prescription of various treatments, especially diet and behavior. The goal is to further clarify a personal Tibetan medicine care system for the healer and to begin to apply Tibetan medicine to others. This would include preceptships in the Tibetan Medicine Clinic in Boulder. Proposed syllabus topics for the spring 2001 Tibetan Medicine Course include mind and its relationship to disease, the importance of mind training, clarifying one's own and others constitutional types, compassion in the healer, the four immeasurables, the cause and condition of disease, especially understanding fever from a holistic standpoint.

Prerequisite: Tibetan Medicine I

PSYB 586
Jin Shin I - 2cr
Stephanie Mines
This course is a continuation of PSY 526.

PSYB 587
Expressive Arts: Working with Others - 2cr
Alexandra Shemons
Movement, sound, words and visual arts engender communication and relationship. This class offers students who have found expressive arts to be a healing medium in their own lives, to practice extending that opportunity to other people. Students will work together, engaging basic principles inherent in any healing encounter. Based on personal inspiration and skills, students will do field assignments, thus building confidence, resourcefulness and sensitivity to expressive arts as a medium for the healing relationship. Working with other people cultivates compassion, spontaneity, honesty, humbleness and trust in the empathic and creative potential in each of us. Prerequisites: PSYB 568 or previous experience with expressive arts.

M.A. Psychology: Contemplative Psychotherapy (PSYC)

Courses in this discipline are offered by the Contemplative Psychotherapy (M.A.) Department.

PSYC 605
Large Group Process I - 0.5cr
Faculty
Students participate in small and large groups throughout their tenure in the program. Emphasis is on providing support for the students' journey, with a special focus on the large group experience within the program.

PSYC 608
Introduction to Buddhist Psychology: Practicum I - 2cr
Korens Kinsel Wegela
Contemplative psychotherapy is based on the view that health is intrinsic and unconditioned. Because of mistaken views, this inherent brilliant sanity is not always experienced. Using Buddhist and Shambhala teachings, this course explores both intrinsic health and the obstacles to experiencing it fully. The practice of mindfulness/awareness sitting meditation is introduced.

PSYC 609
Group Process - 1cr
Helena Unger, Senior Teacher
Students participate in small and large groups throughout their tenure in the program. Emphasis is on providing support for the students' journey. This course is the first in the series of small groups.

PSYC 618
Child Development: Contemplative View - 2cr
Sandy Novak
This course traces psychological development from birth to adolescence. The material is presented through lectures, readings, class discussions, observations of children, and the students' own experiences with children and their childhood. The purpose of the course is for each student to develop both a theoretical and sympathetic understanding of children's feelings, perceptions, and ways of understanding themselves and others.

PSYC 619
Group Process II - 1cr
Helena Unger, Sr. Teacher
This course is a continuation of PSYC 609.

PSYC 625
Large Group Process II - 0.5cr
Faculty
This course is a continuation of PSYC 605.

PSYC 628
Evolution of Concepts in Western Psychotherapy - 2cr
Robert Unger
Western psychology has evolved its own lineage, traditions, concepts, and vocabulary. This class explores the dynamics of Western psychology, with an emphasis on some of its most popular constructs, such as transference and countertransference, defenses, narcissism, and the ego. The conceptual base of some of the more prominent schools of psychology are studied. Attention is given to the relationship between psychology as a conceptual framework and psychology as a practice discipline.

PSYC 629
Group Process III - 1cr
Helena Unger, Senior Teacher
This course is a continuation of PSYC 619.

PSYC 639
Group Process IV - 0.5cr
Helena Unger, Senior Teacher
This course is a continuation of PSYC 629.

PSYC 642
Diversity Awareness Training I - 0.5 cr
Galina Miska and faculty
Effective multicultural counseling requires us to understand others on their own terms, in relation to their own contexts, histories and world
views. In this course, students will increase their multicultural competence, preparing themselves to work across differences of race and ethnicity, class, sexual orientation and ability. The process of multicultural learning will be grounded in self-examination and extend to listening to the experience of others and learning some culturally relevant approaches.

**PSYC 658**  
**Buddhist Psychology: Practicum II - 2cr**  
**William Karelis**

A continuation of the study and practice of the principles of Buddhist psychology begun in PSY 508, this course provides preparation for the Maîtrî program. Topics include: intrinsic health, the development of ego, the chain of cause and effect, psychological materialism, and working with emotions.

**PSYC 668**  
**Family Process - 2cr**  
**Sandy Novak**

This course is an introduction to family process and family systems. The purpose of the course is to assist the student in experiencing the shift in perception that comes from seeing a family as a system — with its own organization and life — beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions, and experiential exercises.

**PSYC 669**  
**Meditation Practicum III - 0.5cr**  
**Faculty**

The half-credit meditation practicum classes provide continuing support both for students’ personal and meditation practices and for the gathering of the class community. Sitting practice, brief readings, talks, and group discussion may be included.

**PSYC 678**  
**Psychopathology I: Sanity and Neurosis - 2cr**  
**Pat Patten**

Intrinsic health is the ground of experience, yet one loses touch with that fundamental nature. This course explores the sequence of events through which one becomes caught up in the creation of “story-lines.” The class will explore the essentially painful nature of living within such a “story,” which is a patchwork of events, real and imagined. Emphasis is on recognizing the experience of sanity in the midst of pathology. Selected readings invite students to experience fully the personal and painful nature of such psychopathology as it occurs in their own lives and in the lives of those who have written about their experience. The recovery stages of health are introduced in this course along with an introduction to diagnosis and the use of testing in appraisal.

**PSYC 679**  
**Meditation Practicum IV - 0.5cr**  
**Faculty**

This course is a continuation of PSYC 669.

**PSYC 689**  
**Maîtrî Program I - 2cr**  
**Faculty**

May be taken for pass/fail only. Please refer to the Contemplative Psychotherapy (M.A.) Department program description. A limited number of non-program students may be permitted to attend by permission of the department Chair.

**PSYC 699**  
**Independent Study - 1-3cr**  
**Faculty**

**PSYC 708**  
**Contemplative Psychotherapy Seminar - 2cr**  
**Karen Kissel Wegela**

The joining of contemplative practice with the basic principles of interpersonal psychology creates a powerful psychotherapeutic discipline. In this way, one’s personal development is completely linked to the cultivation of health and intelligence in others. Emphasis is on the nature of discipline in the therapeutic relationship, the process of exchange, compassionate action, and the variety of possibilities for transmitting illness to health. Buddhist approaches and those of other contemplative traditions are explored. Class format emphasizes student discussion of key issues.

**PSYC 709**  
**Meditation Practicum V - 0.5cr**  
**Faculty**

This course is a continuation of PSYC 679.

**PSYC 718**  
**Community and Organizations - 2cr**  
**Karen Wilding**

This course provides an exploration of the social and cultural context within which the psychotherapist works, giving an opportunity to widen the view beyond the psychotherapeutic dyad to the larger world. It includes the study of working with subgroups including ethnic minorities and those with differing lifestyles. Other topics include “community”, psychotherapy and social responsibility, community needs of the City of Boulder, and socially engaged psychotherapy. Students are encouraged to apply the material to their past and present experience, as well as to investigate the meaning of community in relation to the Contemplative Psychotherapy graduate program itself.

**PSYC 719**  
**Group Process V - 1cr**  
**Helena Unger, Senior Teacher**

This course is a continuation of PSYC 689.

**PSYC 728**  
**Therapeutic Relationships I - 2cr**  
**Lauren Casalino and Sharon Conlin**

This course provides an exploration of the professional practice of psychotherapy, which is seen as the joining of the personal discipline of mindfulness/awareness practice which cultivates self-understanding with the interpersonal discipline of cultivating healing relationships. Therapeutic Relationships I emphasizes current counseling theories and their application, as well as providing training in clinical skills. All three courses in this sequence of classes (PSYC 728, PSYC 758, and PSYC 788) include both experiential and intellectual components.

**PSYC 729**  
**Group Process VI - 1cr**  
**Helena Unger, Senior Teacher**

This course is a continuation of PSYC 719.
PSYC 738
Psychopathology II: Psychosis - 2cr
Eric Chepin
From the Buddhist point of view, psychosis involves a particular kind of journey through six psychological realms. What occurs is nothing less than the attempted transformation of "self." This course studies the psychotic experience as it appears in community life, the family, childhood, and adulthood. The various psychological and logical operations that underlie confusion, paranoia, hallucination, and delusion are examined in clinical materials. Students will discuss the Buddhist understanding of the nature of mind, and how it allows for new social and individual treatments. Assessment and diagnosis of psychotic disorders are highlighted in this course. During the second half, students examine selected approaches to treatment and the journey of recovery.

PSYC 788
Therapeutic Relationships III - 2cr
Lauren Casalino
The emphasis in this class is on preparing for the clinical internship. Also see the description for PSYC 728.

PSYC 818
Clinical Tutorial I - 2cr
Faculty
During the internship year, students meet weekly in small groups with members of the clinical faculty and use a contemplative approach to case presentation directed toward a deeper understanding of how the principles of contemplative psychotherapy manifest in clinical work. Group members also practice clinical skills in these groups.

PSYC 842
Diversity Awareness Training III - 0.5cr
Gaia Mika and faculty
This course is a continuation of PSYC 742.

PSYC 858
Field Placement I - 4cr
J. Sperl, Internship Coordinator

PSYC 881
Extended Paper (Section B) - 0.5cr
Faculty
Students who have not completed the Paper, may qualify for extension of the Paper semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.

PSYC 888
Master's Paper Seminar - 1.5cr
Lauren Casalino
This class supports students in the preparation of the contemplative psychotherapy master's paper. See program description for more detail. Each student presents his/her work to fellow students and members of the clinical faculty. Grading is on a pass/fail basis.
Somatic Psychology (PSYS)

Courses in this discipline are offered by the Somatic Psychology M.A. Department.

**PSYS 326**

**Introduction to Dance/Movement Therapy** - 2cr

Zoe Astrith

Co-Offered by the InterArts: Dance/Movement Studies Department.

This is an introductory course designed to give students a basic understanding and overview of the history and theory of dance/movement therapy as well as the roots of somatic psychology. Early somatic psychology contributions made by shamanic traditions, Jung, and Reich are explored as well as the practices of the founding mothers of the field of dance/movement therapy. This course combines traditional didactic teaching with experiential movement activities through which personal process can be explored.

**PSYS 377**

**Introduction to Body Psychology: Embodying Awareness** - 2cr

Arielle Schwartz and Barbara Matberger

Co-Offered by the InterArts: Dance/Movement Studies Department.

Embodying Awareness introduces Somatic Psychology as the practice of making meaningful connections between emotional process and the expressions and symptoms of the body. The course is designed to give students a new awareness of and relationship to our bodies. Observation techniques and experiential anatomy provides the basis for working with body-oriented psychological process. Bodyself awareness, the development of body image and the means for working with body metaphor and symbolism will be explored through creative process and guided explorations. Students are encouraged to apply their experiences to their daily lives.

**PSYS 505**

**Authentic Movement** - 2cr

Zoe Astrith

Co-Offered by the InterArts: Dance/Movement Studies Department.

This course explores the components of authentic movement process with particular emphasis on the role of the witness and the development of a group. Students have ample class time to explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of a healing relationship. The primary text is taken from articles written by Mary Whitehouse, Janet Adler and other founders of Authentic Movement.

**PSYS 511**

**Kinesiology: Embodying the Study of Movement** - 3cr

Til Luechau

Kinesiology means the study of (human) movement; it usually refers to the exclusive study of the body's muscles. While the class will base its explorations on becoming familiar with all major muscle groups, the purpose of this intensive will be to find applicable and meaningful ways in which to add yet another layer of somatic understanding. The integration of the material happens through movement, body awareness explorations, individual inquiry and in-class study.

**PSYS 516**

**Contemplative Mountaineering** - 1cr

Sherry Blums and Nicol McGough

This class will allow students the opportunity to explore their relationship with their mind and attentional patterns while ascending a mountain. Instead of withdrawing from life's experiences, this course will offer participants the opportunity to fully embrace each moment, encouraging body, mind and spirit to come together to meet each challenging new step. Students will practice the art of being present, moment-by-moment, as they climb. They will be encouraged again and again to return to the immediate moment of their experience. Here they will have the chance to experience the grist for awakening, which is no further away than the bloom and fruiting of the present moment. Note: no prior climbing experience is necessary-only good physical health and condition, patience, and a commitment to learn are required.

**PSYS 519**

**Body-Centered Therapy: Current Topics** - 2cr

Suzanne Marie

Co-Offered by the InterArts: Dance/Movement Studies Department.

This class is an opportunity for students to experience and learn about many different styles and practical applications of body-centered therapy. The focus on this course will be on how body-centered therapy is practiced in the world today and how to creatively use body-centered therapy alone or in combination with music, art and drama. The class will be a combination of traditional and experiential learning. Some applications to special populations will be explored.

**PSYS 535**

**Anatomy & Physiology: Embodying Structure & Function** - 3cr

Ken Bourgeois

This class is an introduction to human anatomy and physiology, specifically designed for graduate students in somatics and psychotherapists in training. All levels of physical organization will be covered, from cell to whole organism, with special emphasis on tissues and organs involved in all major physiological processes. We will focus on structures and functions that form the basis for biopsychology, psychopharmacology, and psychoneuroimmunology. This class will be offered in an intensive format made available before the beginning of the fall semester. An assigned textbook is required.

**PSYS 537**

**Dance/Movement Therapy Seminar** - variable credit

Visiting Faculty

**PSYS 547**

**Contemporary Issues/Somatic Psychology** - variable credit

Faculty
PSYS 557
Somatic Dance - 2 cr
Adwoa Lemieux
This course supports the process of dancing and moving from a deep body centered place. Individual and group improvisation based on body themes and exploration of ancient sacred cultures, fantasies, and dreams will be explored.

PSYS 577
Developmental Issues/Somatic Psychology - variable credit
Visiting Faculty

PSYS 606
Somatic Counseling Skills I - 2 cr
Christine Caldwell
Using direct experiences to develop clinical skills, this class will introduce the basic forms and practices of facilitating body and movement-centered therapy sessions with individuals. Using ‘Caldwell’s Moving Cycle’, students will learn how to facilitate awareness, responsiveness, appreciation and productive action in a one-on-one format. Students will also practice working with resistance, character structure, energetic charge and therapeutic transference/counter-transference. Coursework will also include in-class supervision, practice labs, relevant readings and a culminating paper which articulates the students emerging clinical interests and preferences. Prerequisite: For Somatic Psychology students only.

PSYS 607
Clinical Process: Somatic Psychopathology - 3 cr
Ryan Kennedy
Student clinicians are provided a working knowledge of the skills and tools used in assessing, diagnosing and treating psychiatric syndromes both generally and within special population groups from a strength-based perspective. Course content integrates body-based and movement-oriented theories with traditional methodologies as a means of deepening and supporting this process. Students develop an understanding of the clinical process and are introduced to important assessment, diagnostic and treatment skills so that they are able to create their own assessment tools using the principles of psychology, dance/movement therapy and body-based psychotherapy. Prerequisite: For Somatic Psychology students only. Must have completed Abnormal Psychology or Psychopathology requirement and PSYS 687: Clinical Orientation.

PSYS 616
Foundations of Dance/Movement Therapy - 3 cr
Zoe Astath
This course is designed as an introduction to the field of dance/movement therapy and studies how, historically, dance therapists have worked with groups. Dance therapy work and theory by Marien Chace, Blanche Evian, Trudi Schoof, and Mary Whitehouse will be experientially explored. Students will integrate their personal group histories with their style and approach to facilitating group process. This will be experiential and didactic. Prerequisite: For Somatic Psychology students only.

PSYS 617
Group Process I - non-credit
Makara Meredith and Blenti Levidi
This two-year course is designed to provide students with an opportunity to learn experientially about group dynamics and leadership. Time is set aside for personal exploration, integration and group relationship. This class is a clearing-house for questions, conflicts and problem-solving around working with groups. Some didactic teaching is also included. Prerequisite: For Somatic Psychology students only.

PSYS 621
Bodymind Observation and Assessment - 3 cr
Annie Brook
This course focuses on how the mind is expressed through the body. Approaching the subject both experientially and intellectually, this study includes the skill of seeing the body descriptively in stillness and in motion, and working assist clients to find mindful meaning in their physical presence. Students will investigate commonalities in body-centered diagnosis forms, and learn to work with blending the clients inner wisdom about body states with existing ideas about psychological meaning in the body.

PSYS 626
Foundations of Body Psychotherapy - 3 cr
Kekuni Minot
Students will learn the theoretical and practical roots of body-centered psychotherapy, beginning with the Freudian era and sequencing through current times. The field will be viewed from the perspective of the contributions of its founders, as well as from the therapeutic paradigms they represent. Demonstrations and practical exercises will give students a chance to experience these modalities in action, and to learn basic clinical techniques.

PSYS 637
Somatic Psychodynamics - 2cr
Linda Krivo
Using principles of the family genogram and psychodrama, students will learn the principles of tracing the origins of adult psychodynamics back through historical events and forces in the family. Drawing from Integrated Body Psychotherapy (IBP), students will learn how to assess and facilitate individual healing through a consciousness of the environment that individual developed in.

PSYS 646
Meditation and Psychotherapy - 2cr
Larry Webb
During this course students begin to explore the relationship between meditation and working with others psychotherapeutically. The first person one ever works with is oneself. This is the ground of healing, growth and the dance with life. The practice of mindful-awareness kindles this ground with openness, curiosity, gentleness and non-judgment. It allows any moment of living experience to be touched, embraced and learned from. Through practice, intrinsic sanity arises and the first realization that mind exists—and then that it does not. Students will look at the relationship between sanity, neurosis, space and energy.
PSYS 647
Relationship, Sexuality, and Couples Therapy - 2cr
Kekuni Minton
Relational patterns are stored in the body. The body may react defensively even when the mind thinks it "knows better." These patterns are programmed in early family dynamics and manifest in movement, impulses, breath, energy, muscular tonicity, sexual dynamics and so on. This course offers body techniques to work with relational patterns in order to develop greater intimacy, differentiation, and sexual passion.

PSYS 652
Essential Dance Therapy - 1cr
Faculty
This course is designed to provide an opportunity for program students to dialogue with leaders and experts currently working outside Naropa University in the Dance Therapy field.

PSYS 656
Somatic Counseling Skills II - 2cr
Christine Caldwell
A continuation of the forms and practices begun in PSYS 606. Prerequisite: For Somatic Psychology students only.

PSYS 657
Theories of Somatic Psychology - 3cr
Christine Caldwell
This course explores both Western and Eastern models for the body's role in healing. It surveys modern psychotherapies and body-work forms which use expressive movement. Findings in current research which address body-based healing, and the role of the creative act in healing are examined. Prerequisite: For Somatic Psychology students only.

PSYS 667
Group Process III - non-credit
Faculty
This course is a continuation of PSYS 617. Prerequisite: For Somatic Psychology students only.

PSYS 676
Dreamwork in Somatic Psychotherapy - 2cr
Zoe Austreith
This course provides an overview to the major theories of physical and psychological development across the lifespan. Information from a broad range of perspectives will be covered including: biological, psychoanalytic/dynamic, cognitive, social learning, and cross-cultural. Prerequisite: For Somatic Psychology students only.

PSYS 682
Bodymind Development - 3cr
Zoe Austreith and Annie Brook
This course provides an overview to the major theories of psychological development across the lifespan. Information from a broad range of perspectives will be covered including: biological, psychoanalytic/dynamic, cognitive, social learning, and cross-cultural. Career development includes the major theories, the current testing procedures and the applicability of career counseling to a psychotherapeutic practice. Prerequisite: For Somatic Psychology students only.

PSYS 683
Group Movement Therapy Skills - 3cr
Diane Bartko
In this class students will focus on how to use movement therapy skills and interventions when working with groups. Topics covered include the therapeutic factors involved in group therapy, stages of group development, communication patterns and group movement facilitation skills; Yalom, Schmains and others will be studied. Prerequisite: For Somatic Psychology students only.

PSYS 685
Group Therapeutic Skills in Body Psychotherapy - 3cr
Suzanne Marie
Drawing inspiration from Integrative Body Psychotherapy (IBP) and other systems, this course will teach the basic strategies of working with boundaries, establishing and maintaining a somatic therapeutic relationship, sensory tracking and reporting, working with emotional repression and intensity, and integrating thinking, feeling, speaking, and moving as a psychotherapeutic tool.

PSYS 687
Clinical Orientation - 2cr
Melanie Smithson
Offered by the Somatic Psychology (M.A.) Department.
The purpose of this course is to provide a supportive forum for beginning dance/movement therapists and body psychotherapists to integrate the basic principles of working within the mental health care delivery system from a body-centered, movement-oriented perspective. The required fieldwork experience during this course offers practical opportunities to explore these principles. The first hour of each class is reserved for student support around fieldwork placement issues while the last two hours of class provide structured clinical training. Prerequisite: For Somatic Psychology students only. Must have completed the 100-hour fieldwork requirement.

PSYS 699
Independent Study - 1-3cr
Faculty

PSYS 700
Research and Statistics - 2cr
Mark Peckler
This course surveys research methods and statistics as they apply to counseling psychology, psychotherapy, dance therapy and body psychotherapy. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction and interpretation, program evaluation, research ethics, and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion, and practice exercises.

PSYS 702
Somatic Developmental Psychotherapy - 2cr
Kekuni Minton and Pat Ogden
Beliefs and habitual emotional and somatic reactions are often formed as a result of early developmental experiences in the family. This course explores these patterns and offers a wealth of practical somatic techniques for contacting, accessing, deepening, processing, transforming, and integrating developmental experiences. Also, a
model of character development, a map of the therapeutic process, and the principles guiding the method are explored.

**PSYS 706**
Creative Arts Therapies - 2cr
*Faculty*
This course examines various therapeutic modalities from a body-centered and movement-oriented therapeutic perspective. Modules of other creative art therapies as well as other somatic disciplines are introduced and applied to body psychology and dance therapy. Typically art, music, psychodrama, breathwork therapeutic modalities are explored. The course is a blend of theory and practical application, orienting students towards their practicum placements through exploration of leading movement oriented groups with multimedia. Prerequisite: PSYS 687. For Somatic Psychology students only.

**PSYS 707**
Multicultural Issues - 2cr
*Gregg Westwood*
This course is designed to give an overview of multicultural issues and cross-cultural mores in relationship to the therapeutic process, including movement therapy. Students will examine their individual cultural norms and biases and will explore several cultures in depth. Prerequisite: For Somatic Psychology students only.

**PSYS 716**
Family Systems Skills - 2cr
*Suzanne Marie*
The exploration of family and social systems as higher levels of body organization is the perspective of this course. It combines family and social systems theory with somatic perspective to provide an overview for treatment. A comprehensive family systems skills text will be the foundation for this class. Prerequisite: For Somatic Psychology students only.

**PSYS 717**
Group Process II - non-credit
*Mukara Meredith and Eloni Levitsi*
This course is a continuation of PSYS 617. Prerequisite: For Somatic Psychology students only.

**PSYS 722**
Trauma In The Body - 2cr
*Ketanl Minton and Pat Ogden*
The effects of unresolved trauma impact both psychological well being and physiological systems. Traumatic events call forth a particular set of responses from the subcortical levels of the brain, and often evoke a profound dissociation, which can have long-term debilitating repercussions. Through videotaped sessions with traumatized clients, lecture, discussion, handouts and short exercises, students will learn somatic psychotherapeutic skills for working with the physiological and psychological effects of trauma.

**PSYS 726**
Movement Observation and Assessment - 3cr
*Carolyn Mayfield*
As a youth walking in the mountains, Rudolph Laban expressed, "I moved for sheer joy in all this beauty and order... there is only one way I can express all this. When my body and soul move together they can create a rhythm of movement." Rudolph Laban's approach to movement is based on the discovery of common elements in all movement. His theory provides a way to understand movement with an appreciation of the connection between body and mind. This course will explore the art of movement, including principles of Body, Effort, Space, and Shape, based on these theories and cover basic movement observation and assessment principles from a Laban perspective. Prerequisite: For Somatic Psychology students only.

**PSYS 736**
Methods of Psychotherapy - 2cr
*Howard Apshahyan*
This course examines how different theoretical perspectives translate into therapeutic interventions. Major contributors to the field of psychology and psychotherapy are covered. In the process of this exploration, basic concepts and theories of group dynamics are explored and applied to experiential exercises.

**PSYS 737**
Ecototherapy - Earth/Body Universal Mind - 2cr
*Howard Apshahyan*
This course examines the emerging fields of Ecopsychology using Theodore Roszak's *The Voice of the Earth* as the primary text in an exploration of the ways in which human connectedness, or disconnectedness, from nature impacts individual body-mind health. A special emphasis will be placed on understanding the metaphoric and literal aspects of the earth as a sustainable body, and the notion of consciousness as pervasive.

**PSYS 747**
Somatic Sexual Counseling - 1cr
*Annie Brook*
Sexuality is fundamental to the willingness and unwillingness to live in the body in the present moment, and conversely, bodily awareness and aliveness is fundamental to sexual expression. Sexual counseling is greatly enhanced by taking a somatic perspective. This course explores issues of sexuality on three basic levels: Individual development, relationship dynamics and psychological facilitation.

**PSYS 756**
Moving Through Birth and Death - 2cr
*Christine Caldwell*
In this course students explore two lifecycle areas that are rarely addressed in movement therapy. First, students will examine the effects of pre- and perinatal trauma on adult patterns and pathologies. Second, the dying process is introduced as a vivid experience of adult patterns and pathologies. Birth and death are treated as the two sides of the coin of the "living process" and their metamorphic use in psychotherapeutic practice is explored. Specific techniques and interventions which address these processes are taught. Prerequisite: For Somatic Psychology students only.

**PSYS 767**
Group Process IV - non-credit
*Faculty*
This course is a continuation of PSYS 617. Prerequisite: For Somatic Psychology students only.

**PSYS 777**
Somatic Psychology Symposium - 1cr
*Guest Faculty*
This event brings leaders in the field of Somatic Psychology together to focus on a particular topic.
PSYS 778  
Lifestyles and Career Development - 2 cr  
Lou Stenger  
This course provides an exploration of the life transitions and their implications for professional psychotherapists and counselors. Topics include lifestyle issues, career selection and counseling process, career transitions, leisure and retirement and right selection and counseling process, career transitions, leisure and retirement and right livelihood. Attention will be paid both to the student's personal experience and also to the implications for counseling others. Contemplative and conventional approaches will be explored.

PSYS 816  
Dance Therapy Internship Placement IA - 2cr  
Faculty  
Students receive credit for their internships through this class. A lab fee is assessed to provide 40 hours of one-to-one ADTR clinical mentorship. Prerequisite: For Dance/Movement Therapy students only.

PSYS 816  
Body Psychotherapy Internship Placement IB - 2cr  
Faculty  
Students receive credit for their internships through this class. A lab fee is assessed to provide 40 hours of clinical mentorship. Prerequisite: For Body Psychotherapy students only.

PSYS 826  
Dance Therapy Internship Seminar IA - 2cr  
Zoe Avstrehl  
After completing first-year requirements, each dance/movement therapy student enters a clinical internship and under ADTR mentorship, leads dance therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings, and also addresses integral issues in the transition from student therapist to professional therapist. Prerequisite: For Dance/Movement Therapy students only.

PSYS 826  
Body Psychotherapy Internship Seminar IB - 2 cr  
Darrell Sanchez  
This course is for Body Psychotherapy majors who have completed their fieldwork requirements. It involves supervised practicum experiences that assist the student in clinical and professional activities. Prerequisite: For Body Psychotherapy students only.

PSYS 836  
Thesis Research Seminar - .5cr  
Julie Dolin  
This course is designed to facilitate understanding of the American Psychological Association guidelines specific to writing a master's thesis; examine the structure of a thesis; provide a forum to generate thesis topics that both engage the student and contribute to the field; and provide support around initiating and writing the master's thesis. Prerequisite: For Somatic Psychology students only.

PSYS 856  
Professional Preparedness - 2cr  
Faculty  
This course is designed as a concluding seminar to help prepare the student for what to expect after graduation. It focuses on ethical and legal issues, relationships to professional organizations, and employment realities. Students explore how their unconscious material furthers and hinders their relationship to ethical decision-making. Special emphasis will be placed on exploring one's shadow and the relationship between the shadow and ethical codes. Students will also be preparing resumes and doing mock interviews to assist them with post-graduate employment. American Dance Therapy Association (ADTR) registry and general licensure issues are also discussed. Prerequisite: For Somatic Psychology students only.

PSYS 866  
Dance Therapy Internship Placement II A - 2cr  
Faculty  
Students receive credit for their internships through this class. A lab fee is assessed to provide 40 hours of ADTR clinical mentorship. This class is a continuation of PSYS 816. Prerequisite: For Dance/Movement Therapy students only.

PSYS 866  
Body Psychotherapy Internship Placement II B - 2cr  
Students receive credit for their internships through this class. A lab fee is assessed to provide 40 hours of clinical mentorship. This class is a continuation of PSYS 816. Prerequisite: For Body Psychotherapy students only.

PSYS 876  
Dance Therapy Internship Seminar II A - 2cr  
Annie Brook  
After completing first-year requirements, each Dance/Movement Therapy student enters a clinical internship and under ADTR mentorship, leads dance/movement therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision, and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings, and also addresses integral issues in the transition from student therapist to professional therapist. Prerequisite: For Dance/Movement Therapy students only.

PSYS 876  
Body Psychotherapy Internship Seminar II B - 2cr  
Darrell Sanchez  
This course is for Body Psychotherapy majors who have completed their fieldwork requirements. It involves supervised practicum experiences that assist the student in clinical and professional activities. Prerequisite: For Body Psychotherapy students only.

PSYS 877  
Extended Internship Placement - 2cr  
Faculty  
The purpose of this course is to provide continued support and clinical mentorship for students who have not completed their required clinical internship placement(s) during the sequence of Internship Placement I and Internship Placement II. This course is thus required for any student who has completed Internship Placement I and II and who still remains in a clinical internship placement.

186 Academic Courses
PSYS 881
Extended Thesis - 0.5cr
Juli Delin
This course is required for all Somatic Psychology Department students who have finished five semesters of coursework and who have yet to finish their thesis. This course is to be taken by all students, and subsequent semesters, until the thesis is completed. Note: This course also enables the student to defer repayment of their financial aid loans.

Transpersonal Counseling Psychology (PSYT)
The Transpersonal Counseling Psychology (M.A.) Department offers courses in this discipline.

PSYT 500
Jung and the Gnostic World View - 1cr
Eleazar Alden
This class will look at the Gnostic Gospels as descriptions of archetypal patterns, and symbolic descriptions of the individuation process as Jung understood it. The Gnostic branch of Christianity was an introverted form of early Christianity, which was declared heretical, but has continued to resurface throughout the last 2000 years. In the last 50 years many of the original writings were discovered in Egypt, and Jung was given some of the original codices. He became extremely excited by the writings of people who described in symbolic language their view of the psyche, describing patterns which resonated with his own views. Modern Gnostics, including Jungian Analyst June Singer, have used the richness of the ancient texts to develop a uniquely version of Gnosticism which has its place among the today’s spiritual practices.

PSYT 509
Negotiating and Resolving Conflict I: Use in Professional Practice - 1cr
Michael Caplan and Claire Riley
This weekend course focuses on the discovery and potential use of conflict. Through role play, demonstration, and discussion students will explore their personal relationship to conflict and anger and enhance an understanding of what it takes to get to resolution. Topics include communication skills, intervention, the use of intuition, working with difficult people and working within organizations experiencing rapid change.

PSYT 514
The Diamond Approach: Fulfilling Human Potential - 1cr
John Davis and Ronnie Moran
Described and taught by Hameed Ali (A. H. Almaas), the Diamond Approach is an original and thorough synthesis of psychological and spiritual wisdom. Using presentations, small-group exercises, and individual practices, this course introduces the central concepts and practices of the Diamond Approach.

PSYT 520
Psychology of Wilderness Experience - 3cr
Rob Metzgar
Ecopsychology, transpersonal psychology and wilderness rites of passage provide the foundations for this course – a week in a primitive and natural setting in which students will begin to experience their interdependence with the life around them. A period of solitude, with the option of fasting, helps to open to the transformative power of nature. The teachings, songs, dances and stories learned directly from nature help to give shape to life as a heroic journey, encouraging a soulful relationship to the earth that elicits a more authentic approach to service. This encounter means coming to know the extraordinary in the ordinary, the gift of the present moment, and fosters an awareness of everyday experience. Fee does not include camping equipment, transportation or food. Participants should be in good physical shape. By application and permission of instructor. $300 lab fee.

PSYT 521
Touching the Moment: Mindfulness Retreat - 2cr
Dale Assael
Each moment can be a source of well-being if it is perceived with spontaneous awareness. Yet, in fragmentation of busy urban life, we too easily lose touch with the direct moment-to-moment experience of our humanity. Mindfulness meditation - the art of "coming home to ourselves" - is both a way of restoring the connection to the vitality of one's own life, and a way of developing a healing presence for work with others. An ancient practice, it can be applied to the most modern everyday activities. This five-day residential group retreat, appropriate for beginning and experienced meditators, includes mindful breathing sitting meditation, yoga, brush-and-ink calligraphy, and outdoor walking meditation as methods of cultivating awareness. In addition to lectures and discussions, individual instruction will be provided. Prerequisite: PSY 621 Psychology of Meditation I, or permission of the instructor.

PSYT 522
Jung and Gender: Jung's Perspective and New Ideas on Masculine and Feminine Energy and Gender - 1cr
Eleazar Alden
Jung’s ideas on gender and the archetypes of masculine and feminine energy and how they act in men and women over the life span, have probably been as controversial as any of his concepts. Students will look at Jung’s ideas of the anima and animus, the development of thought around those concepts by other Jungians, and at the contributions now made by those psychologists studying communication and adult development who are seeing similar patterns. Jung believed that all archetypes have a biological or instinctive level of expression: what some neurologists and evolutionary psychologists are researching seems to bear out this idea in the realm of gender.

Academic Courses 187
PSYT 525
Music Therapy Institute - 1cr
Faculty
Students will explore innovative approaches to music therapy through experiential and theoretical modalities. This course is offered in a weekend format and visiting faculty are frequently invited to teach.

PSYT 530
Journey to the Source I - 2cr
Deborah Bowmen
Canoeing is one of North America’s rare contemplative sports. Students will have the opportunity on this 7-day river course to create an engaged community of self, other and the natural world. Drawing from the disciplines of meditation, yoga, group process, ecotherapy and poetry, students will practice awareness focused on the “body of the earth”, of which they are an integral part. This wisdom of Lao Tzu and other contemplative masters is shared to spark our conversations and reflections. Attention to skill, cooperation, safety and the dynamics of the river guides the canoe instruction. No experience is necessary.

PSYT 532
Storytelling and Mythology/ Jung - 1cr
Eleanor Alden
Mythological themes occur universally in the human experience, and Jung discerned that these themes have psychological significance. Because of this, Jungian and transpersonal theories, especially dream theory, require an understanding of myths and their symbol systems. Attention is directed to the fairy tale as an aspect of Jungian study. Prerequisite: PSY 330 or PSY 602.

PSYT 541
Holotropic Breathwork - 1cr
Barbara Carter
Out of three-and-a-half decades of extensive research, Stanislav Grof has presented a map of the unconscious that challenges contemporary mechanistic models and offers important new insights into psychotherapeutic process. Grof’s model and his method for accessing and integrating deeper levels of the psyche will be the focus of this weekend workshop. Grof’s method, Holotropic Breathwork uses music, vigorous breathing, bodywork and mandala drawing to access and integrate deep levels of the psyche. This process is not appropriate for people with severe psychological problems or certain physical conditions such as pregnancy, heart disease, glaucoma, epilepsy, or infectious diseases.

PSYT 543
Human Sexuality/ Birth to Therapy - 2cr
Daphne Chellos
Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant, and it makes for discomfort. During this course, students examine issues that clients might bring to therapy, consciously or unconsciously. Students will start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotics and pornography, developmental issues, alternative lifestyles, transpersonal elements, and more. Guest speakers are included.

PSYT 544
Maatri Space Awareness and Art - 2cr
Bernie Marek
This course is an introduction to the principles and practice of Maatri Space Awareness. Maatri Space Awareness rests upon an ancient tradition which appreciates the world in terms of five archetypal energetic principles that manifest in all phenomena—the five elements, color, human behavior, weather, landscapes, the seasons, music, etc. Joining the art experience with Maatric practice offers the opportunity to heighten sensitivity, open the heart, and refine perceptions as to how these energetic principles shape and color respon-
siveness to others and the environment. Students will familiarize themselves with these energies, glimpsing them both in their confused and awakened qualities. They will examine how they manifest in ways which constict and solidify experience, thus limiting perceptions, and appreciate them as expressions of an inherent wakefulness which promotes greater openness, connectedness, authenticity, and kindness.

PSYT 551
Ecopsychology - 2cr
Faculty
Ecopsychology is an anciend and now re-emerging field of inquiry devoted to enhancing and healing the relationship with the natural world. It is about being both fully human and fully in relationship with the natural systems. Ecopsychology is based on experience and participation in the "more than human world", and is concerned with healing the illusion of separation that exists between self and nature. This course will be highly experiential and will often take place in natural settings near Boulder. Topics we will explore include: The ecological self, eco-therapies, wilderness rites-of-passage, nature mysticism, cross-cultural and shamanic perspectives, the potential contribution of ecopsychology to both psychology and the environmental movement, and other views on self, nature, and spirit.

PSYT 552
Biblical and Gnostic Archetypes: Jungian Perspectives - 2cr
Eleanor Alden
This class will look at stories and myths from the Old Testament, and Essene and gnostic texts as descriptions of archetypal patterns in the psyche. These stories have impacted generations of people for thousands of years, and for many they have lost their luminosity; some appear to be "patriarchal" today, and therefore suspect. Yet powerful and relevant images of sacrifices, heroric journeys, sibling rivalry, betrayals and other motifs abound. Students will examine the stories to remove their "patriarchal persona" and find the ageless patterns of the psyche’s journey, as well as to see the holographic way individual development is repeated in cultural development. Jungian background recommended.
PSYT 561
Biblical and Essene Archetypes - 1cr
Eleanor Alden
This class will look at stories and myths from the Old Testament, and Essene texts as descriptions of archetypal patterns in the psyche. These stories have impacted generations of people for thousands of years, and for many they have lost their luminosity; some appear to be stonily "patriarchal" today, and therefore suspect. Yet powerful and relevant images of sacrifices, heroic journeys, sibling rivalry, betrayals and other motifs abound. Students will try to examine the stories, remove their "patriarchalpersona," then find the ageless patterns of the psyche's journey, as well as try to see the holographic way the individual development is repeated in cultural development.

PSYT 562
Gold in the Shadow: Positive Aspects of Shadow Material - 1cr
Eleanor Alden
Jung defined the shadow as the part of the psyche which contains the "negative side of the personality, the sum of all those unpleasant qualities we like to hide, together with the insufficiently developed functions and contents of the personal unconscious." Students will explore ways of accessing shadow material to increase consciousness, develop creativity, and further individuation to mine the gold in the personal.

PSYT 563
Jung, Dreams and Creative Expression - 2cr
Deborah Bowman
The creative expression of dreams is a form of active imagination. Visions continue to unfold as their impressions from the mind's eye are painted and sculpted. Psychiatrist Carl Jung urged his clients to dialogue with the characters that came to them in their night reveries and suggested that a drawing could answer a dream riddle with which the intellect has wrestled in vain. In exploring dreams, students will utilize art materials, dramatic enactment and quiet reflection in order to deepen understanding of themselves and bring forth inspiration, creativity and change. Prerequisite: Introduction to Jungian Psychology or permission of the instructor.

PSYT 569
Survey of Art Therapy - 2c
Michael Franklin
This course is intended to provide a detailed survey of the field of art therapy. A wide range of topics will be covered, offering broad-based exposure to the theory and practice of art therapy. This course is open to all graduate students and undergraduate seniors with permission of the instructor.

PSYT 575
Taming The Wild Horse: Working with Emotion Through Meditation - 2cr
Dale Astral
Learning how to work with the range of emotions can be confusing even for experienced meditation practitioners. This five-day residential group retreat is designed to develop skills in bringing emotion to the path of meditation. It is especially applicable for people working in the helping professions who are looking for ways to deepen their experience of compassion for themselves and others. The program will include "sensing and taking" (tonglen) and mindfulness meditation, periods of silence, meditative eating, outdoor walking meditation, and contemplative interactive exercises. There will also be lectures, discussions, and individual meditation instruction. Prerequisite: "Touching the Moment: Mindfulness Retreat", weekthun, vipassana intensive, sesshin, or permission of the instructor.

PSYT 601
Gestalt I: Awareness - 3cr
Faculty
The foundations of gestalt awareness are explored experientially with individual, dyadic, and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact and boundary disturbances are introduced. Transpersonal roots, community building, and development of the I-Thou relationship as the basis of therapeutic work are emphasized. Prerequisite: Introduction to Transpersonal Counseling Psychology Program.

PSYT 602
Introduction to Jungian Psychology - 2cr
Eleanor Alden
This course lays the foundations for understanding Jungian psychology, its history and development as influenced by the personal lives of Carl Jung, Freud, and others in the atmosphere of the first half of the 20th century. Emphasis is on the practical application of Jung's theories, both in one's personal work and professional work. Jung's ideas about the structure of the psyche, the flow of psychic energy, complexes, archetypes, the collective unconscious, typology are explored as well. The ways a therapist can assist or deter the psyche's natural tendency to heal itself.

PSYT 604
Art Therapy Skills I - 1cr
Michael Franklin
This studio lab closely parallels the content covered in History and Theory of Art Therapy (PSYG 34). Practice with various art therapy techniques and art media will be covered in detail. Application of theory is addressed through the investigation of art based interventions that support the formation of a productive therapeutic relationship when working within various theoretical models. Students will integrate counseling skills and awareness practice with art therapy techniques throughout the semester. 320 Lab Fee.
PSYT 605
Counseling Relationship I/Music Therapy: Techniques & Practice - 3cr
Laurie Rugeinstein
This is the first half of a 2-semester class focusing on learning effective communication skills as they apply to the counseling relationship in music therapy. These skills include active listening, assertiveness, and non-verbal communication. Attention will be given to music as a means of communication within the therapeutic setting. However, the primary focus of this class is on verbal counseling skills which will be used in the music therapy setting. Class time will consist of lecture/discussion and experiential practice. Students will observe the clinical work of music therapists practicing in the front range area.

PSYT 610
Human Development - 3cr
Dayl Freeman and Sandy Novak
This course is an exploration of the social, psychological, cultural, and spiritual aspects of human development including major child and adult developmental theorists as well as the applications of these theories to counseling. Students will be encouraged to re-visit their own developmental path. The material will be presented through lecture, guest presentation, readings, class discussions, experiential exercises and observations.

PSYT 611
Counseling Relationship II: Techniques and Practice - 3cr
Darren Grasso, Diana Gauth, and Ben Cohen
The first of two semesters, this class focuses on effective communication skills and establishing the counseling relationship, within a transpersonal perspective. Topics include: presence, empathy, active listening, non-verbal communication, diversity and boundaries. Class format includes lecture, discussion, and experimental methods as well as audio and video taping. Prerequisite: Admission to the Transpersonal Counseling Psychology Program (required first-year course).

PSYT 621
Psychology of Meditation I: Mindfulness Training - 3cr
Dale Asrael
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course, the first in a sequence of four, introduces the practice of mindful breathing (shamatha-vipashyana) sitting "meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored. Group practice sessions, lectures, discussions, and individual meditation instruction are provided.

PSYT 623
Contemplative Dance Practice: Embodied Presence in Space - 2cr
Barbara Delley
Contemplative Dance Practice invites students into the relationship between body and mind — “not two and not one” is how Suzuki Roshi describes it in Zen Mind, Beginner’s Mind. This class will include sitting and walking meditation with guided work on posture and alignment, instruction in simple movement exercises to cultivate a personal practice of exercise and awareness, and the forms of movement improvisation that will inform contemplative dance. These forms are ‘corridors’ and ‘the grid’ and the ‘five eye practices’. Contemplative Dance Practice is a 3 hour practice including meditation and personal movement both alone and with others. As a discipline it invites direct experience of the self in space with others. Specific exercises will be offered to cultivate a movement practice that is gentle, healthy and conducive to playfulness and creativity. Open only to Master’s level students with experience in meditation.

PSYT 624
Art Therapy Studio: Process and Materials - 2cr
Bernie Marek
Contemplative practice is carefully integrated with the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing and sculpture projects. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one’s identity as an artist, the purpose of the therapeutic community, and contemplative models for practicing art therapy. Prerequisite: PSYT 604, Art Therapy Foundation Skills I and PSYT 634, History and Theory of Art Therapy. $20 Lab Fee.

PSYT 625
Music Therapy: History, Theory and Practice - 2cr
Mary Erickson
This course introduces, defines, and explores music therapy historically, in theory and in practice, including its application throughout history and in the world today. The course will cause the student to be aware of the powerful force of music and will provide insights and exposure to the uses of music and sound in healing through improvisations, lectures, discussions, and experiential exercises.

PSYT 630
Level I Training in GIM: Bonny Method of Guided Imagery and Music - 3cr
Laurie Rugeinstein
The Bonny Method of Guided Imagery & Music (GIM) is a “music-centered” experiential therapy used to access and explore the human psyche. Developed and researched by Dr. Helen Bonny in the early 1970s, GIM is a primary psychotherapeutic modality leading to insight, emotional release, and core integration of body, mind and spirit. This course will be held in a residential retreat setting. There is an additional fee for room and board.
PSYT 634
History and Theory of Art Therapy - 3cr
Michael Franklin
Students will explore various historical & theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of art therapy will be highlighted: (depth psychology, humanistic, cognitive/behavioral) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity theory, strategies to employ when looking at art work and to establish a therapeutic relationship through art. Prerequisite: Admission to the Art Therapy Program.

PSYT 655
Counseling Relationship II/ Music Therapy: Lifestyles & Career - 3cr
Laurie Ruggenstine
This course comprises the second half of a 2-semester class focusing on learning effective communication skills as they apply to the counseling relationship in Music Therapy. Lifestyles and career issues will also be explored as well attention to music as a means of communication within the therapeutic setting. Students will learn, in a lecture/discussion and experiential practice format, to write session plans and to facilitate Music Therapy experiences. In addition, students will explore other aspects of the counseling relationship including resistance, transference, countertransference, and the client in crisis. Students will observe the clinical work of music therapists practicing in the Front Range area. If this class is not successfully completed, both Counseling Relationship I and II must be retaken together. Prerequisite: PSYT 601, Gestalt II.

PSYT 651
Gestalt II: Experiment - 3cr
Faculty
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-down/under-down, the four explosions, contact boundary, and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a gestalt: working. If this class is not successfully completed both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSYT 601, Gestalt I.

PSYT 654
Art Therapy Skills II: Transpersonal - 2cr
Mimi Pareilly-Harmon
Students explore contemplative and transpersonal approaches to art therapy, and begin integrating counseling relationship skills, such as presence and empathy, into their developing abilities as art therapists. $20 Lab Fee.

PSYT 661
Counseling Relationship II: Lifestyles and Career - 3cr
Diana Gudh, Darin Graven, and Ben Cohen
During the second semester of this class, students will deepen their practice and understanding of effective counseling skills by doing a six week practicum with another student. The class will also cover the following topics: transference, projection, resistance, lifestyles, diversity, suicide, beginning, middle, and end phases of therapy, and beginning and ending the session. If this class is not successfully completed, both Counseling Relationship I and II must be retaken together. Prerequisite: PSYT 611, Counseling Relationship I: Techniques & Practice.

PSYT 664
Child/Adolescent Development and Art Therapy - 3cr
Dottie Oatman
This course examines the cognitive, emotional, moral and artistic development of youth from birth to 18. Students will develop clinical skills through in class art experiments, role-play and in-depth examination of the literature including assessment and treatment procedures, cultural influences, violence, trauma, substance abuse and divorce. Special attention to artwork produced by healthy and disturbed children is stressed throughout the semester. $15 Lab Fee.

PSYT 699
Independent Study - 1-3cr
Faculty

PSYT 670
Transpersonal Psychology - 3cr
Barbara Carter
This course introduces and examines the central concepts, language, theories, practices, applications, figures, and orientation of Transpersonal Psychology. In addition to surveying the history and current issues of Transpersonal Psychology, it seeks to provide the student with the means to examine new developments in the field. Prerequisite: Admission to the Transpersonal Counseling Psychology (M.A.) Program or permission of instructor.
PSY 671
Psychology of Meditation II: Applications To Counseling - 2cr
Howard A. Boykin and Bruce Tift
This course builds on the foundation provided by PSY 621, Psychology of Meditation I. Topics presented through lectures and reading deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship. Prerequisite: PSY 621, Psychology of Meditation I and PSY 720, Meditation Practicum I.

PSY 680
Group Dynamics and Leadership - 3cr
Christina Kaufman, Tom Barr
This course includes basic concepts and theories about groups, including development, dynamics, mechanics, problems, and styles and tasks of leadership. Class consists of lecture and experiential processes. Prerequisite: PSY 611, 661, Counseling Relationship I, II, PSY 610, Human Development, and PSY 670, Transpersonal Psychology.

PSY 681
Gestalt Community Intensive - 2cr
Daisy Freeman and Duane Mulliner
Designed as a five-day summer intensive in a retreat setting, this course provides further opportunities for the integration of the gestalt approach for the beginner and mastery of skills for the more advanced learner. Required for the emphasis in Gestalt Therapy Studies.

PSY 700
Research and Statistics - 2cr
John Davis, Julie Greene and Barbara Gagliardi
This course surveys research methods and statistics as they apply to counseling psychology, psychotherapy, art therapy, music therapy, dance therapy and body psychotherapy. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction and interpretation, program evaluation, research ethics, and strategies for literature searches.

The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion, and practice exercises.

PSY 702
Jungian Dreamwork - 2cr
Eleanor Alden
This course will lay the foundations and develop an understanding of Jungian dreamwork from both a theoretical and a practical perspective. Emphasis will be placed on the practical use of dreams in therapy and in one's own personal life. Students will look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications, complexes as seen in dreams, compensatory and complementary meanings, mythological and archetypal motifs, prognosis from dreams, and the use of dreams in the individuation process.

PSY 704
Art Therapy Skills III
Group Therapy Dynamics - 3cr
Nora Swan-Foster
This course integrates the principles of group psychotherapy and group art psychotherapy with different populations. Included in the course will be basic concepts and theories about group dynamics including development, mechanics, problems, and styles and tasks of leadership. Class consists of lecture, writing, and experiential processes. Note: $20.00 lab fee. Prerequisite: PSY 654.

PSY 705
Music Therapy Practicum I - 2cr
Laurie Egerstein
This class is intended to prepare students for Music Therapy Field Placement. Students will provide music therapy services in a community agency with a special population. Music Therapy supervision will be provided by the instructor of the class. Students will develop skill in writing assessments, formulating treatment goals, and writing session plans and progress notes. Prerequisite: Permission of department.

PSY 710
Family Systems - 3cr
Daisy Freeman and Sandy Novak
This course is an entry level examination of family process and family therapy. Drawing from a Systems approach, the student will learn how to shift his/her focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy will be studied. Experiential exercises and role playing will complement the theoretical learning. Students will explore their own family of origin as a ground for working with others. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: PSY 610, Human Development.

PSY 711
Transforming Addictions - 2cr
Jack Lavino
Addictions are part of the human condition. They have a negative impact on individuals, family members, loved ones, and the community. This course explores the physical, mental, emotional, and spiritual nature of alcohol and drug dependency and other addictive behaviors. Assessment, therapeutic techniques, intervention, and in-patient and out-patient treatment are discussed. Students will explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma will also be investigated. Lectures, guest lectures, discussions, role play, and other experiential techniques are used.

PSY 712
Advanced Group Leadership Skills - 2cr
Christina Kaufman
Through this class students receive practical experience co-leading a support group. Contact with the instructor includes tape review of group sessions and discussion of advanced group leadership skills. Students apply for this course and are accepted based on recommendations and perceived readiness to lead a group. Prerequisites: Counseling Relationships I & II and Group Dynamics. Clinical Assessment is recommended.
PSY 714
Multicultural Issues in Therapy - 1cr
Gail Sanford
This course explores cultural differences within society as well as the dynamics of oppression and stereotyping. Students will also examine their own cultural heritage and at least one other culture. Issues concerning work with clients of a different culture will be discussed.

PSY 715
Music Skills - 2cr
Laurie Ragenstein
Musical foundation skills will be explored with an emphasis on their application to the clinical setting. Students will have the opportunity to work on guitar, keyboard, and vocal skills required for passing the music proficiency. Prerequisite: Ability to play all open position guitar chords, 1-4-5 triads on keyboard in the keys of C, G, D, A and E and completion of music theory workbook.

PSY 720
Meditation Practicum I: Cultivating Awareness in Everyday Life - 1cr
Dale Arai and Faculty
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSY 621, Psychology of Meditation I. Specific topics include applications of mindful awareness to creativity, healing and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSY 621, Psychology of Meditation I.

PSY 723
Trauma, Dissociation & Gestalt: Working with Abused Children from a Gestalt Perspective - 1cr
Duane Mulliner
A three part model addressing the therapeutic needs of the traumatized child is presented. The original impact of trauma and the resulting dissociation are laid out as the foundation of our work. Gestalt is used as the language which speaks to an abused child's inner conflict. (No previous Gestalt experience is required.)

PSY 725
Cognitive Issues: Application For Therapists - 1cr
Dee Coulter

PSY 732
Clinical Improvisation/ Music Therapy - 2cr
Laura Beer
This course focuses on learning how to use clinical improvisation as a therapeutic tool. Each class begins with improvisation and through a combination of lecture, workshop, peer supervision, and class presentations, philosophies and techniques of clinical improvisation will be studied. Each student will also define how they can incorporate this tool into their own work. Students will deepen their understanding of how music is used as an agent of change and a diagnostic tool in clinical work. Case studies from field placement sites will be addressed with emphasis on the musical aspects of the therapist/client interaction. Students will explore Nordoff-Robbins music therapy techniques and experience group improvisation as part of this class. Prerequisite: Must be enrolled in PSY 735, Music Therapy Practicum I.

PSY 733
Introduction to Clinical Hypnosis - 1cr
Thomas Barr
This course is designed as an introduction to clinical hypnosis. The course will include discussions of theories of hypnosis and current research, however, the major focus will be on developing skills in doing hypnotic inductions and integrating this clinical skill into the practice of psychotherapy.

PSY 735
Music Therapy Practicum II - 1cr
Susan Hase
A continuation of Music Therapy Practicum I, this class is intended to prepare students for Music Therapy Field Placement. Students will provide music therapy services in a community agency with a special population. Music therapy supervision will be provided by the instructor of the class. Students will develop skill in writing assessments, formulating treatment goals, and writing session plans and progress notes. Prerequisite: Permission of the department.

PSY 745
Gestalt Dreamwork - 1cr
Deb Bowman
Fritz Perls heralded the dream as “the most spontaneous of our creations.” Each character, object and landscape is an as-yet unwon aspect of ourselves. By owning the many parts of the dream through dramatic enactment one broadens, diversifies and “heals the split between self and world. The process of assimilation reverses the projection of unidentified aspects of the self revealing life, creativity and wholeness. The fantastical nature of the dream is brought to awareness through experiential exercises that are sensory, concrete and spontaneous. The course includes Gestalt dreamwork theory, demonstration, practice facilitation and discussion of clinical and therapeutic applications.

PSY 754
Art Therapy Skills IV: Adult Development & Special Populations - 3cr
Michael Franklin
Students will learn to utilize specific art therapy assessments, documentation strategies and treatment modalities when working with a range of adult populations in clinical settings. Application of developmental theory will occur through hands-on experimentation with techniques designed to meet the needs of individuals suffering with mental illness and neurological impairment as well as survivors of trauma and individuals experiencing psychospiritual crises. Prerequisite: PSY 704, $20 Lab Fee.
**PSYT 761**  
**Gestalt Theory - 2cr**  
*Betty Cannon*  
This course approaches Gestalt theory from the perspective of its roots in connection with four other approaches: body oriented psychotherapy, psychoanalysis, existential therapy, and transpersonal psychology. Following a review of Gestalt principles and practice, the course will explore connections between and differences from these other approaches. Prerequisite: at least one semester of Gestalt.

**PSYT 763**  
**Gestalt Therapy and Breathwork**  
*Victoria Story*  
Inhalation and exhalation, expansion and contraction emulate the movement of all life. In Gestalt theory, we utilize breath in awareness, and in deepening the experiment. This class will explore Gestalt therapy and the use of breath in dealing with resistance, bringing about emotional presence, sustaining life’s vitality, energizing and bringing about calmness.

**PSYT 764**  
**Art Therapy Clinical Observation - 1cr**  
*Sue Wallingford*  
This course will provide an opportunity for students to develop and put into practice basic art therapy and counseling clinical skills. Through a 75-hour practicum in area agencies or hospitals, students will learn how to formulate treatment plans and organize assessments. Emphasis is on developing and deepening observational skills that integrate both clinical knowledge and contemplative practice. Prerequisite: Completion of first and second year Art Therapy and Transpersonal Counseling Courses.

**PSYT 770**  
**Meditation Practicum II: Developing Compassion for Oneself and Others - 1cr**  
*Dale Aral and Faculty*  
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of “tonglen” (exchange of self and other) from the Buddhist tradition. Specific topics include the application of tonglen to the healing process, death and bereavement, social actin and preventing burnout. Group sessions of sitting and walking meditations, discussions, and individual instruction are provided. Prerequisite: PSYT 621, Psychology of Meditation I and PSYT 720, Meditation Practicum I.

**PSYT 772**  
**Hakomi: Grounding the Transpersonal - 2cr**  
*Cedar Barstow*  
Using the Hakomi Method as a foundation, the class will study, explore and experience the integrated use of the transpersonal, the personal, and the body in psychotherapy. Emphasis is on grounding transpersonal perspectives and experiences into everyday life. Hakomi is a method of mindful attention to the body and states of consciousness. It is especially suited to the purpose of bringing the transpersonal realms into present-felt experience. This experiential class will explore the principles of Hakomi and provide introductory practice with some of the techniques.

**PSYT 775**  
**Music Therapy Special Populations - 3cr**  
*Mary Erickson*  
Music Therapy can have a powerful effect on individuals of any age who have labels such as autism, developmental disabilities, sensory impairments, emotional disturbance, mental illness, or who are geriatric. The course will provide insight into individuals in these and other special populations including age of onset, description, prognosis, and treatment, and the use of music therapy with each. The course includes lectures, discussion, and an opportunity to talk to and make music with some individual in special populations. Prerequisite: PSYT 625, Music Therapy: History, Theory, and Practice.

**PSYT 780**  
**Therapy With Children and Adolescents - 2cr**  
*Dorey Freeman*  
This course focuses on the essentials of therapy with children, adolescents, and the family system in which they live. Basic diagnostic and treatment techniques that pertain directly to working with children will be covered. Diagnostically, students will learn to use clinical, developmental, and functional issues for the involved children and their "parents.” Students will explore and practice a variety of treatment techniques: where, how, and why they can be used. The course will also examine issues particular to children such as: learning disabilities, adoption, suicide, guardianship, ADD and ADHD, child abuse, reporting issues and related issues. Prerequisite: PSYT 600, Child Development or PSYT 610, Human Development.

**PSYT 791**  
**Advanced Child & Adolescent Therapy - 1cr**  
*Dorey Freeman*  
An advanced course for working with children, adolescents, and their families, this course will focus on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members will be used. Students will receive the opportunity to practice with other students as well as present their own “cases." The instructor uses a model that integrates developmental process, Gestalt, Psychodrama, and Family Therapy. Prerequisite: PSYT 600, Child Development and PSYT 780, Therapy with Children & Adolescents.

**PSYT 800**  
**Field Placement I - 3cr**  
*Renée Getz and Judith Marshall*  
The student works a total of 700 hours in community agency settings.
PSY 804  
Field Placement I/  
Art Therapy - 3cr  
Marilyn Raya-Osmon  
Students work as Art Therapy interns for a minimum of 700 hours in community agencies, hospitals, and institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision, and in-service training. Prerequisite: All required Art Therapy and Transpersonal Counseling Psychology courses.

PSY 805  
Field Placement I/  
Music Therapy - 3cr  
Laura Beer  
This course requires that the student be enrolled in an approved internship and in Professional Seminar and Ethics I. Working in a music therapy and counseling setting, students will examine and participate in the evaluation of their professional knowledge, personal qualities, musical skills, and specific counseling skills. Prerequisite: Permission of Department.

PSY 810  
Professional Seminar & Ethics I - 2.5cr  
Daron Gracen, Reesa Porter,  
Debrahs Chelis  
This course is designed to provide a supportive and instructional forum for students currently enrolled in field placement. Practical and theoretical issues related to the internship such as ethics, therapeutic technique and style, transference and counter-transference, professional issues regarding the organizational structure of mental health agencies, and the supervisory experience will be examined. Students are expected to discuss personal and professional issues related to specific cases and explore ethical questions that may arise in their internship. Prerequisite: Must be enrolled in PSY 800, Field Placement I.

PSY 814  
Professional Seminar and Ethics I: Art Therapy - 3cr  
Michael Franklin and  
Nora Swan-Foster  
In this class students will explore the ethical and legal issues of clinical practice and standards of practice. Assessment, confidentiality, treatment planning, documentation, and the development of a professional identity will be explored. Students will prepare a written case study (3-8 sessions in length) and will regularly present case material and artwork to the class for discussion. Prerequisite: All Art Therapy and Transpersonal Counseling Psychology courses.

PSY 815  
Professional Seminar and Ethics I: Music Therapy - 2.5cr  
Laurie Rogenstein  
This course provides a supportive and instructional forum for students enrolled in Music Therapy Field Placement I. Issues relating to professional music therapy practice will be discussed. Topics covered will include ethics, licensure, therapeutic style and technique, and the function of the music therapist in various health care settings. Students will discuss these issues as they relate to their specific field placement sites. Students will spend one hour of class time each week focusing on developing self-awareness through engaging in musical experiences and will experience improvisation and ensemble playing to explore intrapsychic and interpersonal responses to music. Prerequisite: Permission of department.

PSY 824  
Internship Studio Methods I - .5cr  
Nora Swan-Foster  
This course will complement the work covered in Professional Seminar and Ethics I by using various studio methods and techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. $15 Lab Fee.

PSY 830  
Master's Paper Seminar I - 0.5cr  
Faculty  
This class supports students writing the final paper required for graduation. The purpose of this paper is to demonstrate the integration of theory and practice based on a particular theme or focus arising out of the internship experience. Prerequisite: Students must be currently enrolled in PSY 880 and PSY 850, Field Placement I, II.

PSY 840  
Transpersonal Assessment Skills - 2cr  
Daron Gracen  
This class offers an overview of several ancient and contemporary diagnostic tools which reveal what is "naturally unique" for the client in terms of learning style, patterns of change, and perceptions of self-awareness. The Enneagram, Learning Styles, Myers-Brigg Analysis will be included among others. Prerequisite: PSY 611, 661, Counseling Relationship I, II.

PSY 844  
Internship Studio Methods II - .5cr  
Michael Franklin  
This course will complement the work covered in Professional Seminar and Ethics II by using various studio methods and techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. $15 Lab Fee.

PSY 850  
Field Placement II - 3cr  
Renee Geary, Judith Marshall  
This course is a continuation of PSY 800.

PSY 854  
Field Placement II/  
Art Therapy - 3cr  
Marilyn Raya-Osmon  
This course is a continuation of PSY 804.
PSYT 855
Field Placement II/ Music Therapy - 3cr
Laura Beer
This course requires that the student be enrolled in an approved internship and Professional Seminar and Ethics II. Working in a music therapy and counseling setting, students will examine and participate in the evaluation of their professional knowledge, personal qualities, musical skills, and specific counseling skills. Prerequisite: PSY 815, Professional Seminar in Music Therapy I, PSY 805, Music Therapy Field Placement I, and all prerequisites for Music Therapy Field Placement I.

PSYT 860
Professional Seminar and Ethics II - 3cr
Darien Gramm, Reesa Porter, Daphne Ciellos
This course is a continuation of PSYT 810. If this class is not successfully completed, both Professional Seminar I and II must be retaken together. Prerequisite: Must be enrolled in PSYT 850, Field Placement II.

PSYT 864
Professional Seminar and Ethics II: Art Therapy - 3cr
Michael Franklin and Nora Swens-Foster
This course is a continuation of PSYT 814. Professional Seminar and Ethics I: Art Therapy, Weekly meetings led by a registered art therapist invite discussion of professional issues relevant to the clinical practice of Art Therapy. Assessment, treatment planning, documentation, transference and countertransference, and legal and ethical concerns will be discussed as they arise from a student's internship experience. Students regularly present case material for discussion. Students will have the opportunity to develop oral presentation skills in the formal oral presentation of a case or theme from their internship. If this class is not successfully completed, both Professional Seminar I and II must be retaken together. Prerequisite: All required Art Therapy and Transpersonal Counseling Psychology courses.

PSYT 865
Professional Seminar and Ethics II: Music Therapy - 2.5cr
Laurie Ragerstein
This course is a continuation of PSYT 815. Professional Seminar in Music Therapy I. Students will discuss issues related to their specific field placement sites. Finding and creating employment as music therapists will be addressed. A primary focus of this course is to facilitate the development of a personal philosophy of music therapy. Students will spend one hour of class time each week focusing on developing self-awareness through engaging in musical experiences. Students will work with expressive improvisation and ensemble playing to explore intrapsychic and interpersonal responses to music. If this class is not successfully completed, both Professional Seminar I and II must be retaken together. Prerequisite: Permission of the department.

PSYT 880
Master's Paper Seminar II - 0.5cr
Faculty
This course is a continuation of PSYT 830.

PSYT 881
Extended Paper (Section C) - 0.5cr
Faculty
Students who have not completed the Paper, may qualify for extension of the Paper semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.

Religion (REL)
Unless otherwise indicated, courses in this discipline are offered by the Religious Studies Department.

REL 400
Meditation Practicum I - 3cr
Janet Savajus and Faculty
During this course, students are introduced to sitting meditation practice from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions, and the cultivation of maitri (loving kindness). The course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice.

REL 405
Foundations of Buddhism - 3cr
Therpa Lover
An introduction to Buddhism including survey of Buddhist history, philosophy and practice. Special emphasis on the basic Buddhist view and perspective as expressed in the life of the Buddha, the four noble truths, and the Buddhist understanding of the mind. The course will examine the close relationship between Buddhist thought and the central spiritual discipline of meditation.
REL 410
Senior Project I - 1.5cr
Reggie Ray
This is the first of a two-course series designed for the graduating Religious Studies student. This course explores the student's understanding of religion and religious phenomena and refines the questions which the student may have about the role religion plays in human experience. During the first semester, the student begins to choose a project in which the study of religion meets personal experience.

REL 415
Mahayana Buddhism: The Path of Compassion - 3cr
Bayard Cobb
Mahayana Buddhism presents an ideal of the spiritual path that is grounded in love for all beings. This course examines the basic teachings and practices of the Mahayana path including the notion of emptiness, its inseparability with compassion, the bodhisattva vow, the cultivation of the awakened heart, and the six paramitas or transcendent actions in the benefit of others. Readings will be taken from the literature of both sutra (Buddha's word) and sastra (commentaries by great masters), and will also include writings of contemporary teachers.

REL 440
Religion in Human Experience - 3cr
Joe Schultz
This course is an introduction to religion as it appears in the experience of people in various cultures and traditions, both pre-modern and modern. The course will include discussion of both literate religions (such as Hinduism, Buddhism, Islam, Christianity, Judaism) and non-literate, indigenous traditions (such as native American, African, etc.). An important part of the study will include questions of how to approach and understand the spiritual expression of oneself and others.

REL 460
Senior Project II - 1.5cr
Faculty
A continuing course for graduating seniors in which the student concentrates on the Naropa journey in its personal dimension and refines a final paper which expresses that journey.

REL 499
Independent Study - 1-3cr
Faculty

REL 501W
Theravada Vipassana Weekend - 1cr
Faculty
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, "vipassana," from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of "noble silence."

REL 503
Tibetan I - 4cr
Phil Stanley
During this class, students develop a foundation in literary Tibetan and begin the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary, and training in the skills of correct pronunciation, handwriting, and spelling. The second semester will continue this work with the addition of working on an actual Tibetan text. Throughout the year, students use a mandala approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Students should expect to study at least eight hours a week outside of class, i.e., two hours of study for each hour of class.

REL 504W
The Breeze of Simplicity: Introduction to Tibetan Buddhism - 1cr
Ringju Tulku, Rinpoche
Buddhist meditation is based upon the path of seeing who we really are, very simply and naturally. The basics of sitting meditation practice from the Tibetan tradition will be introduced. Beginner or experienced meditation students will be guided in this direct experience of mind.

REL 506
Meditation Practicum: Nepal - 1cr
Clarke Warren and Faculty
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program in Nepal, the practice of meditation is at the core of the program. This course, taught by instructors from Naropa University, introduces meditation in a practical way, establishes a daily practice routine, and works individually with students experiencing the groundlessness of living in a foreign culture.
REL 507
Sanskrit I - 4cr
Andrew Schelling
This course provides an introduction to the classical Sanskrit language. The first year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi), and learning the basics of Sanskrit grammar. In addition, in first year Sanskrit, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Offered Fall 2001.

REL 508
Meditation Practicum: Bali - 1cr
Faculty
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program in Bali, meditation practice will be supplemented by talks and discussions on the principles of contemplative arts. The natural spirituality of Balinese culture will be a resource for our studies. Individual meditation instruction will be provided by Naropa University faculty.

REL 515
Buddhism and Social Action - 3cr
Roger Dorris
This class will examine Buddhism’s historical and contemporary views and responses to social issues, and will focus on the emerging movement of “engaged Buddhism” within the larger context of engaged spirituality. While using traditional and contemporary texts, this class will also explore the nature of the individual journey one makes in order to engage social action from a contemplative ground. Community-based volunteer work anchors this ground, allowing us to experience our individual understanding of “sacred view” and personal path of action.

REL 516
Nepali Language I - 2cr
Faculty
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program in Nepal, this introductory course provides students with conversational language skills which will enhance their experience in Nepal. This course consists of a two-week intensive upon arrival, followed by weekly classes.

REL 518
Indonesian Language I - 1cr
Faculty
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program in Bali, this introductory course provides students with conversational language skills which will enhance their experience in Bali. This course consists of a two-week intensive upon arrival, followed by weekly classes. Beginning language instruction in “bahasa indonesia” is taught in this course. No previous experience is necessary.

REL 525
Contemplative Christianity - 3cr
Tom Nelson, CM
Christianity has a diversity of theologies and practices within it. This course will examine the contemplative/mystical tradition in Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will also consider three current trends in the progressive wing of Christianity: 1) what theologian Matthew Fox calls creation-centered spirituality, as found in the Biblical tradition and medieval mystics, now being emphasized by ecological theologians; 2) the thought and practice of liberation theologians and its impact on the struggles of the Third World poor, feminists, and gays/lesbians; and 3) the work of Jesus Seminar scholars to uncover radical message of Jesus in his historical context through the work.

REL 526
Buddhist Traditions: Nepal - 4cr
Clarke Warren
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program, this course integrates the practice of meditation with an overview of Indian and Tibetan Buddhism from a historical, philosophical and cultural perspective. Classes and readings are supplemented by day trips to monasteries, shrines and pilgrimage sites. The course is taught by Naropa faculty and draws on highly respected and accomplished Tibetan teachers from nearby monasteries. These have included Thrangu Rinpoche, Tulku Ugyen, Rinpoche, and Chogyi Nyima, Rinpoche.

REL 529
Core Texts of Hebrew Scriptures - 3cr
Rabbi Zalman M. Schachter-Shalomi
In the history of 3 millennia, Jewish civilization has produced a vast literary corpus. This course will survey those literary treasures assuring that students become acquainted with the panorama of the Jewish tradition.

REL 530
Contemplative Hinduism - 3cr
Sreedevi Brarji
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early tantra, and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual. Offered Spring 2000.

REL 531
Sacred Earth - 3cr
Faculty
This course is intended to be a reminder of attitudes long ago forgotten or discarded. Despite religious persecution and oppression, many indigenous cultures have retained their connection primarily because of their spiritual understanding. Traditional native culture is one of the many avenues to this understanding. This course will explore a native perspective of the circle of life from birth through death.
REL 533
Tibetan II - 4cr
Phil Stanley
This course is a continuation of REL 503.

REL 537
Sanskrit II - 4cr
L.S. Summer
This course is a continuation of REL 507. Offered Spring 2002.

REL 540
Religions of China and Japan - 3cr
Gerry Wisk
This course is used to explore beliefs and practices of Chinese and Japanese religions. It will cover the significance of Confucianism and Shintoism. We will also explore Mahayana Buddhism and Taoism.

REL 547
Month Long Meditation Intensive: A Program of Buddhist Practice and Study - 6cr
Reggie Ray
This intensive, called the “Teaching Dathun,” is a four week, 6 credit program occurring at Rocky Mountain Shambhala Center in the mountains of northern Colorado. Participants sit for about 8 hours each day. Meals are included.

REL 552W
Zen Intensive - 1cr
Faculty
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized, and that its realization can be matured. The class will look at how this Zen paradigm—its teachings, practices, and realization—can be a personal vision and part of professional contemporary psychology.

REL 553
Tibetan III - 4cr
Phil Stanley
For more advanced students, this course emphasizes reading and translation. This course is open to students who have studied for one year or more. The instructor will direct the reading of classical texts of Tibetan Buddhism. Prerequisite: REL 503 and REL 533.

REL 554W
Mahayana Meditation - 1cr
Faculty
When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. But the Buddhist tradition provides training which allows one to look deeply into this pain and confusion in order to discover the courage and heart available to everyone. This weekend introduces the lojong (mind training) teachings of the 12th century Buddhist master Atisha which demonstrate a practical way to engage the world and to transform pain and confusion into compassion.

REL 556
The Three Jewels - 3cr
Reggie Ray
The three jewels of Buddha, Dharma, and Sangha provide a useful summary of the foundations of Buddhist tradition as it existed in its Indian homeland, in greater Asia, and now in the West. This course explores the history and meaning of the Buddha, the founder of Buddhism, in both historical and transhistorical perspective; a survey of the most important principles of dharma, the Buddhist teachings, in terms of “what has been taught and what has been experienced,” and an examination of the basic principles of Buddhist community, or the sangha.

REL 557
Sanskrit III - 4cr
Andrew Schellings
Continuation of the study of Sanskrit grammar. Concurrent with this, students will read selections from texts representing a variety of genres of Buddhist literature in classical Sanskrit including the Aṣṭasahasrikā Prajñāpāramitā (Perfection of Wisdom in 8,000 Lines), treating the Mahāyāna doctrine of emptiness, the Saddharmapundarikā (The Lotus Sutra), one of the greatest of all Mahayana texts, and the great life of the Buddha, the Buddhacarita. The homework lab and language lab form important parts of the second year program as well.

REL 566
Colloquial Tibetan: Nepal - 2cr
Faculty
Offered by the Study Abroad Program in Nepal as one of the Study Abroad electives, this course is designed to give students basic skills in the spoken Tibetan language. The students will be taught in an immersion style with flashcard study as well as small group and partnering techniques. The class will also go on “Language Excursions” to both observe and participate in everyday activities using their language skills and acquiring new skills and confidence.

REL 570
Topics in Mahayana Buddhism - 3cr
Faculty
A basic survey of Buddhist traditions in Asia for all Naropa students, tracing the development of Mahayana Buddhism throughout Asia. Emphasis will be placed on Buddhism as a cultural phenomenon, moving from a small Indian sect to a major Indian, then pan-Asian, civilization, with emphasis upon history, monastic and lay practice, art and architecture, education, and social issues. Special attention will be paid to the application of this material to the development of Buddhism in the West.
REL 572
Buddhism in Tibet - 3cr
Reggie Ray
This course will trace the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism were evolved. Attention will be given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention will be paid to Tibet's unique contributions to Buddhism.

REL 573
Engaged Buddhism in Siam - 3cr
Sukak Svarakosa and Faculty
This is a Study Abroad opportunity in Siam (Thailand), which serves as an introduction to Theravada Buddhism in its contemporary "engaged" form as taught in a variety of locations by Siam's leading activists and monastics. This residential course combines a focused study of Theravada Buddhism, social action, village development, and monastic practice and life, joining an academically rich approach with experiential learning and meditation practice.

REL 576
Nepali Language II - 2cr
Faculty
Offered by the Study Abroad Program in Nepal as one of the Study Abroad electives, this course is a continuation of REL 516. This class will include four aspects or styles of teaching: introduction of particular language structures, drilling techniques and repetition using props and pictures, role playing, and engagement of the language with local people. The student will be required to keep journals and notes of the classes, design flash-cards for study, and spend time on their own practicing the language with friends and local Nepalese.

REL 583
Tibetan IV - 4cr
Phil Stanley
Readings in classical texts and ongoing practice in speaking Tibetan with a khenpo well-versed in the fine points of Buddhist philosophy. Prerequisite: REL 503, REL 533, and REL 553.

REL 587
Sanskrit IV - 4cr
Andrew Schelling
This course is a continuation of REL 557.

REL 600
M.A. Meditation Practicum I - 3cr
Dale Asrael and Frank Berliner
During this course, students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions, and the cultivation of Maitri (loving kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice.

REL 602
Communication: Opening to Others - 3cr
Victoria Boyd
This course is designed to introduce students to the art of contemplative communication. Using the principles of body, speech and mind, compassionate presence and exchange, and a distillation of western communication theory and techniques, the class will focus on the foundation skills required to open ourselves in order to communicate effectively with others. Open to Engaged Buddhism students. All others by permission of instructor.

REL 611
Abhidharma - 3cr
Judith Simmer-Brown
The Abhidharma or "higher dharma" represents a sophisticated philosophical distillation of the essence of the Buddhist teachings on the nature, structure and operation of the mind. This course provides a selected survey of the essential doctrines of the Abhidharma drawing on its classical formulations as they are found in schools such as the Sarvastivada, Theravada, and Yogacara schools.

REL 612, 622, 632
Special Topics in Engaged Buddhism - 1cr per weekend course
Faculty
Special Topics is a container for week-end classes offered through Continuing Education. With their advisor, students will select three different weekends (from those offered for credit) during the course of the Engaged Buddhism program. The courses should complement the program's vision and be relevant to the student's journey. They will be taken on a "pass-fail" basis.

REL 620
Meditation Practicum II - 3cr
Dale Asrael and Frank Berliner
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of the self and other (tonglen).

REL 630
Contemplative Christianity - 3cr
Priscilla Hunter
This course examines the perceived and often experienced paradox between Contemplation and Action through an exploration of the Christian Contemplative Tradition from three perspectives. First, the spirituality of Jesus Christ, who stands at the center of the Christian Contemplative Tradition and challenges one to cultivate a compassion that finds its expressions in nonviolence. Second, the historical development of the Christian Contemplative Tradition and the expressions of it in the lives of some of the significant mystics. Third, contemporary expressions of the Christian Contemplative Tradition in the lives and works of Thomas Merton, Teilhard de Chardin and Dorothy Day.
REL 635
Meditation Practicum III: Maitri and Mandala - 3cr
Giovanna Taron
This course continues the Practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice known as "Maitri" provides a personal experience of these families, and this practice is a central part of this class. Prerequisites: REL400, 600 and REL420, 620 or permission of the instructors.

REL 642
Introduction to Pastoral Care - 3cr
Victoria Howard
This class (in conjunction with REL 602) is a foundation class for the "Upaya Series," four classes over the course of the Engaged Buddhism program which will address the skillful means necessary to engage the suffering of others. This course will introduce the student to the practical application of change agency from a contemplative view. The following perspectives will be explored: a psychosystems approach to pastoral care and counseling, contemplative approaches to assessment and intervention strategies, developmental issues for individuals and families, and grief, loss and bereavement as opportunities for healing. Open to Engaged Buddhism students who have taken, or are taking, REL 602.

REL 645
Introduction to Contemplative Religions - 3cr
Jules LaValis
This course explores the human thirst for spiritual experience and transformation in a selection of "contemplative" religions. Through this study, the class will attempt to understand how traditions see the meaning and purpose of life, and especially what they have to say to modern people living in a "secular" and materialistic age.

REL 649
Rituals for People Helpers - 3cr
Rabbi Zalman Schachter-Shalomi
People in the helping professions often encounter intractable problems that do not yield to regular therapeutic strategies. Some of these problems have their origin in a spiritual dilemma. To recognize such problems and to enter into those regions with the client requires insightful and compassionate spiritual sophistication. Processes of spiritual direction and ethics connected with opening such inner caverns will be described. This course is open to students completing their internships in the transpersonal, contemplative, environmentally-based Buddhism, and gerontology tracts, as well as faculty members of Naropa University and active clergy and chaplains.

REL 652
Creating Healing Environments - 3cr
Roger Derris
Building on the material from the previous semester, this class will examine the nature of healing environments and will include experiential training in a variety of techniques from several traditions. Topics will include mediation from a transpersonal approach, trauma and recovery, patterns of archetypal healing, and the use of prayer and ritual in healing individuals and groups. Open to Engaged Buddhism students who have taken REL 602 and REL 642.

REL 661
The Second Turning of the Wheel of Dharma: The Bodhisattva Path - 3cr
Judith Simmer-Brown
This course examines the philosophical view, meditation practice, and compassionate action of the bodhisattva path, as expressed in the Mahayana Buddhist "second turning of the wheel of dharma." Discussion of the view will be based on key Mahayana sutras such as the Prajnaparamita, the Vimalakirti, etc. The meditation practice and compassionate action of the bodhisattva will be explored in "path" texts such as Santideva's Bodhicaryavatara, Gampopa's Jewel Ornament, and Asanga's various works.

REL 682
Madhyamaka: The Teaching of Emptiness - 3cr
Dzogchen Ponlop, Rinpoche
The Mahayana Buddhist teachings on emptiness, shunyata, point out that the nature of reality is beyond conceptual mind or any other reference point. Shanideva, an important 7th century Madhyamaka master, demonstrated this through his compassionate instruction which led the student through the labyrinth of concept to its boundaries, pointing to vast space. Rinpoche's talks follow the text line-by-line contemporary comment and fresh perspective. Prerequisites: REL 686 or its equivalent, or permission of the department.

REL 699
Independent Study - 1-3cr
Faculty

REL 710
The Third Turning of the Wheel of Dharma: View and Practice - 3cr
Judith Simmer-Brown
In the third-turning teachings of Buddhism, the nature of mind and experience was presented through the paradigm of the feminine principle, the embodiment of wisdom of emptiness in compassionate manifestation. This graduate text-study seminar involves the study of the rich literature of the late Indian and early Tibetan traditions of Mahayana and Vajrayana, in which the paradigm is most apparent.

REL 736
Engaged Buddhism Colloquium I: Field Placement Seminar - 3cr
Victoria Howard
This colloquium is designed to support the Engaged Buddhism internships for the Clinical Pastoral Education (CPE) field placement. Weekly sessions address the practical application of the principles of Engaged Buddhism in the internship setting. Emphasis will be placed on the inter-faith perspective, the role of compassionate presence, and a selection of topic presentations appropriate to the focus of the placements. Open to Engaged Buddhism M.A. students only.
REL 742
The Buddha Nature School - 3cr
Rangjung Tulku Rinpoche
The Buddha-nature or Tathagatagarbha school is best introduced through study of the important Indian treatises, such as the Uttaratantra and commentaries by Asanga and other Indian and Tibetan master. These texts proclaim the enlightenment of all beings and the importance of meditation practice and penetrating insight to uncover this enlightenment. This course examines the Buddha nature texts in order to illuminate the powerful teachings of inherent enlightenment that they transmit. Prerequisite: REL 682.

REL 746
Engaged Buddhism
Field Placement - 6cr
CPE supervisors and Naropa faculty
The Clinical Pastoral Education (C.P.E.) 400-hour internship gives the student the opportunity to explore personal and professional growth issues in their role as intern chaplain, human service worker or social activist. Weekly seminars, didactics, theological reflections, and individual and group supervision explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the student's understanding of their own personal issues and dynamics as these arise in the process of helping others.

REL 754
Community and Sacred World - 3cr
Roger Dorris
As a culmination of the previous classes in the "Upaya Series," this course will focus on the nature of community and sacred world. Working with principles of large group transformation and communal healing, we will explore the many roles of the bodhisattva (leader, elder, healer) as one who joins heaven and earth. Open to Engaged Buddhism students who have taken REL 602, REL 642 and REL 652.

REL 755
Engaged Buddhism
Colloquium II: Master's Project - 3cr
Victoria Howard
This colloquium will be a final summary of the two-year Engaged Buddhism track, drawing together the course work and experiential training which has occurred. Working with the primary program faculty, the students will examine their work, with particular emphasis on their internships, and culminating with the master's Project Paper. Prerequisite: Open only to Engaged Buddhism M.A. students.

REL 760
Vajrayana Texts - 3cr
Sarah Harding
This course includes readings in the literature of the Tibetan Vajrayana Buddhism, including texts on such topics as liturgy, history, sacred biography, and songs.

REL 780
Meditation Practicum IV:
Mudra Space Awareness - 3cr
Lee Worley
Space can seem hostile or benevolent, seductive or enriching. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by neurosis or heightened by openness. This course further builds on Space Awareness teachings of Chogyam Trungpa, Rinpoche, combining Mudra Theater exercises with Maithri practice. The specific exercises offer a means for developing an appreciation of one's self and others in the context of an active, changing space. Prerequisite: Meditation I, II, III or its equivalent.

REL 785
Spiritual Models of Social Action - 3cr
Judith Simmer-Brown
This course studies historical figures who have exemplified the spiritual ideals of nonviolent social action. In particular, how has the public work of these individuals been informed by their understanding of their own religious and spiritual teachings. Students will explore the lives of Mohandas Karamchand Gandhi, Bhrirjarao Ambedkar, Sulak Sivaraksa, and Aung Suu Kyi.

REL 800
Colloquium I - 1.5cr
Beggar Ray
This course constitutes a review and summation of the graduate student's study at the university, and revolves around preparation for the comprehensive exam taken in the spring of the second year.

REL 850
Colloquium II - 1.5cr
Giavannina Jelson
This course is a continuation of the REL 800, culminating in comprehensive exams.

REL 880
Comprehensive Exam - non-credit
Faculty

REL 885
Master's Project - non-credit
Faculty

REL 886
Extended Master's Project - 0.5cr
Faculty
Students who have not completed the Master's Project, may qualify for extension of the Master's Project semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.

Theater (THR)
Courses in this discipline are offered by the InterArts Studies Department.

THR 250
Dramatic Practices: Liberating the Performing Spirit - 3cr
Faculty
This experiential survey course consists of three five-week parts, each taught by members of the theater faculty and guest artists.

PART ONE develops students' awareness of, and access to, the fundamental instrument of expression: the body/voice. Exercises seek to hone our sense of presence, both in a group and alone, and to form an active relationship to our unique performing spirit.

PART TWO expands our view of performance by examining one
play from the perspectives of actor, director and designer.

PART THREE invites us to look at recent history of theater practitioners in the U.S. and elsewhere and to examine the relationship of performing spirit to the culture/society from which it springs.

THR 300
Media Studies:
Moving Images - 3cr
Sally Kaplan
This 15-week workshop is an introduction to movie-making using small viewable formats. Video is used to explore the blending of composition, framing, rhythm, visuals, and sound to tell a story whether it be linear or non-linear, narrative or abstract. Through a series of exercises, we will learn basic shooting and editing skills as well as compositional techniques. Students will have the chance to rotate as directors, camera people and talent. During each session, we will view clips from feature films to instigate discussion on direction, art-direction, lighting, sound and editing. We will also view and critique relative samples of artists' work as well as on-going student work. Each student will be expected to complete all exercises as well as a finished 3-5 minute video project.

THR 380
Director's Lab - 3cr
Lee Worley
Students in this laboratory explore the role of the theater director. We will investigate the technical vocabulary of the stage and the rehearsal process through a director's eyes. As a class we will act in one another's work, giving each student the opportunity to sit in the director's seat, to cultivate the ability to lead. As we study the rules of the game through the eyes of great modern directors such as Harold Clurman, Peter Brook, and Joseph Chaikin, we will also examine when the contemplative artist needs to alter, embellish or eliminate them. Previous acting experience is required.

THR 480
Directed Project - 3cr
Faculty
Students in this class develop an original theater piece to be performed in the Spring Arts Concert. A professional theater artist guides this collaborative creative process, helping students transform ideas into powerful images for the stage. In the past, students have created ensemble collaborations, plays, collections of scenes, and a montage of monologues. Previous theater training is helpful. Homework is whatever it takes to mount the production.

THR 499
Independent Study - 1 - 3cr
Faculty

THR 500
Actor's Journey:
Fool's Caper - 2cr
Carol Cratchlow
The only reason to perform on the stage is to illuminate some facet of human experience, whether by eloquence, passion or pratfall. For this, students are put through a process which challenges naive and fondly held concepts about themselves. That's the first step on the actor's journey. The second is to learn to focus on others. The third is to achieve playing with them. This is good training for life as well. Through improvisational techniques, we travel to the wacko world in order to come back and tell a tale. It is a fool's journey, but somebody has to take it for the sake of those who will watch. The last class will be a performance.

THR 507W
Acting Lab V: Theater and Life:
On the trail of performance stories - 1cr
Steve Clifteine
How do stories affect our lives? And how can we develop a creative relationship to these stories? In this workshop we'll work with different forms of storytelling - from movement, writing, sounding and speaking - to joining these together into a small sketch. Stories contain ordinary events illuminated by our attention to their details, texture, and directions. Dreams, memories, reveries, current events, myth, folklore, family history are among the sources for stories, both alone and in combinations. Please bring a story idea with you - a title, a list of events, a sequence - some starting point.

THR 520
Basic Acting - 3cr
Lee Worley
In this experiential survey course we practice loosening up, caring for, stretching, and liberating the creative spirit. Basic Acting takes as its premise that everyone is an actor. Through exercises in presence, relaxation, intention, rhythm and repetition, we increase our appetite for spontaneity so that we can embody the freshness of the moment. We extend the range of our expression and learn techniques for improvisational living by focusing on gesture, sound, words, and stillness in solo and group work. Students write short assignments, read four plays, and document a visit to a local theater.

THR 525
Basic Acting II - 3cr
Lee Worley
This course number is for students wishing to return to the material of THR 520. Prerequisite: THR 520.

THR 508W
Playback Theater - 1cr
Evris Gray
Playback Theater is an improvisational form of theater in which the actors take all their material from the audience in the form of stories, feelings, and moments from their lives. These experiences are re-enacted while the person telling the story watches their experience from a different point of view. The class will reach for the heart or essence of the experience when playing it back to the storyteller. Playback is always entertaining, and often people will share very deep, personal stories. Students will be using playback theater forms, classic improvisational techniques, and theater games to explore spontaneity, story, and deep listening in this seminar.
THR 537W
Acting Lab VII: In the Moment - 1cr
Robin Jones
A weekend opportunity to try on some of the principles of the actor's craft. This workshop will focus on the acting challenges of relaxation, alertness, and responsiveness to any stimuli. Through theater games and exercises students will get support and encouragement for acting and reacting in the moment. We've all trained ourselves to keep our actions small and risk-free. Most experienced actors' bad acting habits can be traced back to this bad training. To break these habits and learn what to do instead is essential for growth in the right direction.

THR 538W
Acting Lab - The Alexander Technique: A Thinking Body - 1cr
Lisa Trank
The Alexander Technique focuses on balancing the relationship between the head, neck and back muscles. Unconscious tensions carried in these specific areas often upsets the functioning of the entire body. Learning to mindfully undo stressful physical habits can help to achieve natural efficiency and coordination as a performer. The Alexander Technique is recognized by leading performing arts conservatories (Juilliard, ACT, Yale, Carnegie-Mellon, physicians, sports medicine clinics as one of the most reliable and intelligent body-centered modalities available.

THR 540
Character Acting - 3cr
Lee Worley
In this class we develop characters from plays, history, dreams, and everyday life. We work on building atmospheres and intentions and developing confidence in playing within dramatic situations. By honoring the inner lives as well as crafting the appearances of the characters we study, we strengthen authenticity in characterization, develop empathy for other people, and genuineness in performance. Because characters live, love, and die within a specific cultural and historical context, we also study the elements needed to create scenes. Assignments include in-class performances, monologues, and two videotaped presentations.

THR 545
Character Acting II - 3cr
Lee Worley
This course number is for students wishing to return to the material of THR 540. Prerequisite: THR 540.

THR 550
Voice and Sound I - 3cr
Paul Oertel
This course focuses on developing the awareness and skills that allow the performance artist's essential voice to speak and be heard. Students explore how intentionality determines form and the way one's voice manifests as a unique expression. A forum is created in which the audience/performer relationship can be explored and artistry clarified. The class is performance oriented requiring regular presentations and two one-page papers.

THR 555
Voice & Sound II - 3cr
Paul Oertel
This course number is for students wishing to return to the material of THR 550. Prerequisite: THR 550.

THR 560
Mudra Space Awareness - 3cr
Lee Worley and L.S. Summer
Space can seem hostile, benevolent, seductive or enriching. Our perceptions are colored by neurosis and heightened by openness, depending on whether we struggle against or work creatively with obstacles. Students in this class learn acting exercises designed by Chogyam Trungpa, the Maitri practice of the Buddha families, and experiments with space and form by selected Western directors. Class exercises help students develop an appreciation of themselves and others in the context of alive, ever-changing space. Can theater be an instrument of healing? Can the performer attain enlightenment? The primary course requirements are attendance and willingness to participate. Some previous contemplative experience is recommended.

THR 565
Mudra Space Awareness II - 3cr
Lee Worley and L.S. Summer
This course number is for students wishing to return to the material of THR 560. Prerequisite: THR 560.

THR 570
Advanced Voice - 2cr
Ethelyn Friend
This course continues the work developed in THR 550, Voice and Sound I, and is designed for those students who are committed to further developing artistry in their chosen forms. The class emphasizes material concerning voice and interdisciplinary improvisation and the refinement of one's on-going practice and realized performance. Students will write two or three page papers and present a final performance on the last day of class. Prerequisite: THR 500 or permission of the instructor.

THR 575
Advanced Voice II - 2cr
Ethelyn Friend
This course number is for students wishing to return to the material of THR 570. Prerequisite: THR 570.

Traditional Eastern Arts (TRA)
Unless otherwise indicated, courses in this discipline are offered by the Traditional Eastern Arts Department.

TRA 499
Independent Study - 1-3cr
Faculty
This class is taught by the instructor of the core awareness discipline. The history, culture, and philosophy of the major awareness discipline is studied. The student and teacher meet in the beginning, middle, and end of the semester.

TRA 500
Shambhala Meditation Practicum I - 3cr
Bill Scheffel, Ellen Mains or Sue Dexter
The Shambhala tradition is a secular approach to meditation introduced into this country by Chogyam Trungpa, Rinpoche. This class is designed to give students a strong foundation in sitting meditation. Through meditation, as well as lectures, films, exercises, and group discussion, issues of personal creativity, social responsibility and environmentalism are explored.
TRA 505
T'ai-chi Ch'uan: Level I - 3cr
Jane Faigao or Bataan Faigao
The first third of the form is introduced. The philosophy and theory of T'ai-chi Ch'uan is discussed. The basic principles of relaxation, body-upright, movement initiated from the center or "tan tien," separation of yin and yang, and developing a soft and sensitive hand are emphasized.

TRA 510
Aikido I - 3cr
Jude Blitz
We begin with centering ourselves and bringing that awareness to the situation of "conflict." We simultaneously practice the kata of clean powerful attacks, harmonious defense responses, and uke-ning, the art of falling. Emphasis will be placed on extending energy, creating aliveness in the martial situation, and transforming the encounter to one of excitement and harmony. We will also establish links to the Aikido lineage and the contemporary training communities. We support our embodied experience by reading and reporting on texts of Aikido history, philosophy, technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals to enhance our mental reflection and insight on the complexity of our training experience.

TRA 513
Kyudo: Zen Archery - 3cr
Ellen Mais or Shibata Sensei
Kyudo, "The Way of the Bow," is the practice of contemplative Japanese Archery. Beginning with attention to form, students learn to synchronize body and mind, and to cultivate qualities of the warrior's heart and mind. These qualities include dignity, gentleness and precision. Students learn the "Seven Coordinations" of Kyudo, practiced at a distance of two meters from the target. The target becomes a mirror of one's mind. Throughout the course the principles of K'ung, Ke, Chu, or balance, lightness and attentiveness are also presented. There is a $45.00 materials fee.

TRA 515
Yoga: Level I - 3cr
Ravi Dykema or Linda Morrell
This class presents an introduction to the vast tradition of Raja Yoga. Students gain both an understanding of yoga in its historical and social context and an experience of its methods, which constitute an in-depth exploration of breath, movement, and consciousness. Raja yoga helps one to live more in the present moment by directing attention to the body, sensations and feelings. The practice engages the body in a gentle dialogue with breath, the limbs, spine, and moment-to-moment experience. The result is a quieter, more sensitively aware mind and a relaxed, vivified state of being. The students explore body and mind synchronization through Hatha Yoga asanas (exercises which create sensitivity, alignment and aana), Pranayama Yoga (breath awareness and control), Jala Yoga (work with the chakras), Jnana Yoga (deep relaxation practices), and karmas (cleansing practices).

TRA 520
Ikebana I - 3cr
Kyoko Kita, Sensei with Alexandra Shupen
Sogetsu School, in conjunction with Kaiapa Ikebana School, presents this special course on Japanese flower arranging. Kyoko Kita, Sensei, is one of the foremost Ikebana teachers in this country. Emphasis is on Ikebana as a contemplative or "dharma" art, using the discipline of the Sogetsu School as a basis. There is a $25.00 materials fee.

TRA 525
T'ai-chi Ch'uan: Level II - 3cr
Jane Faigao and Bataan Faigao
The first third of the form is corrected. The second third of the form is taught. While continuing to work on the basic principles, the concepts of becoming more relaxed, soft, and open in our body and mind are emphasized.

TRA 530
Aikido II - 3cr
Jude Blitz
This class continues to build directly on the basic Aikido teachings and philosophy to create greater centered and calm response in the martial art encounter. Its application to response to conflict in our personal lives will be fostered. Relaxed, non-aggressive learning will be emphasized. Greater stamina of body and attention will be developed. We support our embodied experience by reading and reporting on texts of Aikido history, philosophy, technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals to enhance our mental reflection and insight on the complexity of our training experience.

TRA 532
Exploring the Traditional Eastern Arts - 2cr
Jane Faigao and TRA Faculty
Starting with sitting meditation, the experience of sitting and breathing in a stationary position is explored. The class progresses to Yoga and an understanding of a variety of still positions held in space. T'ai-chi Ch'uan follows, giving the student basic principles of how the body/mind moves in the world. Aikido further explores principles of how one person moves and interacts with another. And finally Ikebana (Japanese Flower Arranging) examines principles of how one relates to an object in space. This course is taught by five different faculty of the department. It is not designed to teach the individual forms of these traditions but is instead intended to provide an experience of the essence and philosophy of each tradition and to examine how each tradition relates to the others within the ground practice of sitting meditation.

TRA 535
Yoga II - 3cr
Ravi Dykema or Linda Morrell
This class extends the student's awareness and skills further. The students learn more advanced breathing practices (pranayama), concentration practices (dharma), meditation (dhyana), internal and vocal sound (mantra), and dietary guidelines. Permission of instructor is required.
TRA 540
Ikebana II - 3cr
Kyoko Kita, Sensei with Alexandra Shenpen
Further exploration and in-depth study of the principles and practice of ikebana.

TRA 545
Tai-chi Ch'uan: Level III - 2-3cr
Jane Faigao and Bataan Faigao
The first two-thirds of the form are corrected. The last third is taught. Emphasis is on balance, rootedness, breath, centeredness and the other basic principles.

TRA 550
Aikido III - 3cr
Jude Blitz
Calm confidence, and grace emerge naturally with the continued and consistent study of Aikido movement. Bodies and concentration strengthen. One becomes more comfortable with the "confusion", the unknowing that precedes knowing. Becoming more relaxed under pressure, speed, complexity, simplicity and openheartedness begin to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. When the class is taken in spring, weapons: bokken and tonfa, are added to intensify the empty hand practice. Readings, reflective writing, attending seminars all are required to further the student development.

TRA 555
Yoga III - 3cr
Ravi Dykema
In this class students begin working with the chakras (inner energy vortexes) and the energies that flow through them. This requires that the students purify themselves using more advanced cleansing practices, and review and refine their basic skill, such as effortless movement, breath control and relaxation. All students are required to practice daily at home. Minimum prerequisites: completion of two semesters of Level I, one semester of Level II, and permission of the instructor.

TRA 565
Tai-chi Ch'uan Level IV: Push Hands - 2cr
Jane Faigao and Bataan Faigao
Push hands, the two-person Tai-chi Ch'uan exercise, is the most immediate practical application of the Tai-chi Ch'uan form. Students learn to relax while in relationship with someone else's energy. They experimentally learn the principles of center and balance as well as the power of yielding. Students begin to utilize these principles not only in the push hand situation but in everyday situations. Minimum prerequisites: completion of the form and form correction and permission of the instructor.

TRA 570
Aikido IV - 2-3cr
Jude Blitz
This course is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor.

TRA 575
Yoga IV - 2-3cr
Ravi Dykema
This is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor.

TRA 580
Shambhala Meditation Practicum II - 3cr
Valerie Sanford
Human beings are inherently good but lose their connection to goodness due to confusion and pressures of everyday life. This course provides a firm foundation in the practice of sitting meditation as a means to reconnect with basic goodness. Shambhala refers to an awakened society that existed in Asia as well as many other cultures that cultivate wisdom and human dignity. These traditions are referred to as warrior cultures, not because they wage war, but because of the bravery necessary to realize the potential dignity, and wakefulness inherent in all human beings. As we explore Shambhala, American Indian, African/ Shaman, and Japanese cultures; students will examine what unites them as warrior wisdom traditions. There is a $7.00 materials fee.

TRA 585
Tai-chi Ch'uan Level V: Sword Form - 1cr
Jane Faigao and Bataan Faigao
The Tai-chi Ch'uan sword is a practice that further extends the principles of integrated movement, relaxation, balance and chi while relating to an external object. This could be a brush, as in the realm of calligraphy and painting, or in this case, a sword. The sword is not wielded by using muscle and physical strength, but by using the body's natural structural and dynamic characteristics and the forces that operate in the environment. By permission of the instructor, for students who have previous experience studying Tai-chi Ch'uan form and push hands. Taught during summer only.

TRA 589
Senior Colloquium - 1cr
Faculty
This course is a process class and includes writing a journal which addresses how the student connects practice of discipline to experience in life and how the student is learning to embody the contemplative way of life. The main focus of the class is the preparation and the presentation of the senior project. This is a required course and is only offered in the spring.

Writing and Poetics (WRI)
Courses in this discipline are offered by the Writing and Poetics Department

WRI 407
Creative Writing for Non-Majors - 3cr
(This fulfills a Minor Requirement in W&L)
Two M.F.A. Students (TR)
Open to non-major, upper-division Naropa undergraduates.
WRI 410
Reading and Writing Workshop: Bioregional Poetics - 3cr
Andrew Schelling
This is a class for reading and writing poetry, with field excursions into mountains and watershed regions of Colorado’s Front Range. Readings include Asian poetry, philosophies of language, and journal writings which are grounded in Buddhist, Hindu, and Taoist philosophies. Also a study of American poets whose work is influenced by Asian models or marked by meditative practice. Students will pay particular attention to how poets work with wilderness and the diversity of plant and animal life, weather patterns, geologic formations. Weekly writing assignments will be directed towards familiarizing students with the features and inhabitants of Front Range watersheds, and to considering how various forms of writing open themselves to the non-human orders. This course fulfills workshop or literature requirement. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 411
Writing Fiction: Variations on the Form - 3cr
Bobbie Louise Hawkins
Texts will be read from writers working in unusual formats, and students will write stories based on unconventional story forms, separating the components of “story” into exercises. This is intended to expand students’ frame of reference, and to qualify what qualifies as prose. Among the writers to be read are: Richard Brautigan, William Burroughs, Ray Weldon, and Grace Paley. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 420
Writing Poetry: Rhythm in Verse - 3cr
Red Ray
This course is designed for writers who want to develop their practice of the verse line as an activating rhythmic principle in their poetry. Students will work with both free and measured verse. Each week the class will look at a selection of poems as models for experiments and exercises. These exercises will include: the ballad, sestina, sonnet, prose poem, mixed-metered lyric, expansive free verse line, verse monologue, haiku, poem-as-world-in-action, and collage and “arbitrary” forms. Each class will divide time between reading and critiquing student writing of the previous week and exploring model poems for writing in the coming week. A sourcebook of the model poems will be on reserve at the library for copying. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 421
Dramatic Forms: Plays, Screenplays and the Craft of Writing Them - 3cr
T. Burke, Jr.
The course will explore the conventions, techniques and demands of dramatic writing. We will study recognized texts and become acquainted with the elements needed to write a play or screenplay with skill and confidence. We will look at what goes into dramatic structure in terms of theme, plot and character. While the focus will be on the latter twentieth century and beyond (Shepard, Albee), as well as the demands of dramatic writing today (your own writing), we will also look closely at a classic work of Shakespeare and see how its themes and structure have successfully carried over into modern stage and film. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 459
Reading and Writing Workshop: Wild Form - 3cr
Andrew Schelling
A strong emphasis on poetry and readings in Modernist and contemporary experimental writings, drawn from recent anthologies. It will be a two-fold process—attention to students’ poems, and study of a range of active experimentalists. Particular attention will be placed on Projectivist traditions in verse, and talents occurring right now. Students will bring poetry in each week. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 460
Writing Poetry: Writing the Poems - 3cr
Anselm Bello
An exploration of poetic forms based on students’ writing, and materials provided by the instructor. These include poetry and considerations of poetry, and we’ll look at and discuss the work of both modern and postmodern authors along with participants’ writing. Required course texts: The Teachers & Writers Handbook of Poetic Forms, edited by Ron Padgett, and his Creative Reading: What It Is, How to Do It, and Why. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 461
Reading and Writing: Making The Beat Matrix - 3cr
Keith Abbott
This course will be an interdisciplinary introduction to the Naropa/Jack Kerouac School lineage designed for B.A. students. It will start with Post WWII milieu for artists from many arts and allow students to develop their own artistic and literary focus, and artists Joan Brown and filmmaker Bruce Conner will provide an artist focus. Changes in artistic strategies and philosophies will be explored, along with the changes in the socio-political climate of the 1950s through the 1980s. Students will keep a creative folder and write essays. Open to B.A. Writing and Literature students only. Others by permission of the department.
WRI 475
B.A. Manuscript and Thesis Workshop - 3cr
Steven Taylor
This course is required for Writing and Poetics students in their final semester. Graduation requires that each student complete a body of creative work (40-50 pages) and a work of original scholarly research (20 pages). This course serves as a workshop for these final projects, offering guidance and reflection from the initial phases, through brainstorming, research strategies, revisions, and to the fruition of a mature thesis. Proposals for this course are due and must be approved during the semester prior to taking it (guidelines and details available in the W&P office). Open to B.A. Writing and Literature students in their final thesis semester only.

WRI 535
Trends in Contemporary Literature: Introduction to Critical Theory - 3cr
Steven Taylor
This course is intended to introduce students to some basic terms and issues in contemporary critical thought such as: What is language and how is meaning produced? What is subjectivity and how is it produced? What is ideology and how does it shape the way people use language? How are identity, gender, sexuality, ethnicity, and class constructed through language? Readings will be selected from linguistics, psychoanalysis, anthropology, literary criticism and cultural studies. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 541
Literature Seminar: The Artist as Critic - 3cr
Mary Angeline
In this course we will read classic texts of twentieth century poetics, theory, and manifesto written by pioneering poets. Taking a cue from these works, we will study the interface of theory and poetry in this century. Writers include Yeats, Lorca, Zukofsky, Levertov, Duncan, Bishop, Loy, Ashbery, Creeley, Cage, Hove (Fanny and Susan), and others.

Students will read all of the texts selected for the course and prepare brief response papers for each text examined. In addition to this critical response, a creative effort in accordance with these theories will also be required along with an evaluation of the success and/or problems presented. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 542
Practice of Translation - 3cr
Anselm Hollo
How do the choices one makes in vocabulary, style, conceptual approach, when one writes anything at all, "translates one's thoughts into words," affect the results? How does one know that the literature in translation one reads is an accurate reflection of the original? What is an accurate reflection? These are a few of the questions students will be examining, while also attempting to create their own translations, either from languages they know, or from one kind of English to another. The class will be reading The Craft of Translation (Biguenet and Schulte), and Nineteen Ways of Looking at Wang Wei, (Weinberger and Paz). Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 543
Literature Seminar: Postmodern U.S. Poetry - 3cr
Anselm Hollo
A reading of selected works by American poets active and influential in the decades since 1960, the publication year of Donald M. Allen's New American Poetry anthology (now sadly out of print), from Hilda Morley, Barbara Guest, and Philip Whalen to Alice Notley, George Evans, and Carla Harryman— with many famous and not-so-famous but equally noteworthy authors in-between. Our main text will be Postmodern American Poetry: A Norton Anthology, edited by Paul Hoover. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 544W
Poetry Practicum: Rhizomatic Poetics - 1cr
Anne Waldman
A workshop designed to get the writing mind moving in myriad directions. Over two days we will practice written "experiments of attention," working with sense perceptions, dreams, gender perceptions, ritual objects, memory, erasure of first person, mis-translation, collaborative performance, and the torquing of traditional form. Suggested reading: The Handbook of Poetic Form, Ed. Ron Padgett. Submission of a ten page manuscript will be required after the weekend. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 547W
Writer's Practicum: Designing a Writing Workshop - 2cr
Jack Collom and Lee Christopher
This professional training practicum (two weekends) will instruct B.A. and M.F.A. writing students in the skills necessary for conceiving, organizing, and teaching writing workshops on two levels: public schools and colleges. The course will cover the goals and methods of syllabus and course description writing, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems will be stressed, along with how to stay happy and productive as a writer. Allowed for improvisation, adjusting to variable time constraints, and altering the structure and goals of a writing workshop will also be covered. The students will design and submit two syllabi and receive group consultations with the instructors on strategies and methods for successful workshops. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 550
Literature Seminar: The Feeling Tone - 3cr
Bobbie Louise Hawkings
In this seminar students will study writing by: Michael Ondaatje, Fay Weldon, and Colette. These writers
come from different countries, reflect different life-styles and kinds of education. They are individually unique and important in the literary world for their insightful prose styles. Students will read: Coming Through Slaughter by Michael Ondaatje, Life and Loves of a She Devil by Fay Weldon, and work by Colette. Two major papers requiring outside research will be assigned. The first will be tendered at the sixth week and the second will be due at the twelfth week. There will be less demanding assignments concerning aspects of these writers' work and lives during the semester. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 552
The Expository Essay - 3cr
Lee Christopher
In French essay means an attempt, a test, or a trial. In this course, students will experiment with their own thoughts within the structure of the essay's various forms. For models, students will read essays by Montaigne, Virginia Woolf, Lu Hsun, Carlos Fuentes, Jorge Luis Borges, Ezra Pound, Henry Thoreau, James Baldwin, Adrienne Rich, Annie Dillard, Alice Walker, George Orwell, William Carlos Williams, E.B. White, Andrei Codrescu, and Ralph Waldo Emerson. To further broaden their perspective, students will use as model essays the "Beats" such as Allen Ginsberg, Jack Kerouac, and William Burroughs. The most common grammar and punctuation problems will be addressed. In addition, each student will learn to recognize and correct his or her own error patterns. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 555
Trends in Contemporary Literature: Introduction to Feminist Criticism - 3cr
Steven Taylor
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts, and popular culture? The course examines these related questions through reading and discussing a few key male and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva, and Butler. Open to B.A. and M.F.A. Writing Program students. Others by permission of the department.

WRI 556W
Poetry Practicum - 1cr
Andrew Shelling
Description TBA
Open to B.A. and M.F.A. Writing Program students. Others by permission of the department.

WRI 557W
Prose Practicum:
The Monstrous and The Marvelous - 1cr
Bikki Dwamiri
Together we will evoke and examine the poetics of both marvelous and monstrous — that informs our memories and reveries, and engender fiction. The workshop is intended to be an open place of intense imagining, thinking, and writing. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 580
Eco-Lit - 3cr
Jack Gilman
"Ec" means "house:" our larger house has come to be the whole sphere. Students will study and write poetry and prose that directs attention to surroundings, especially those called Nature. Authors investigated will include such precursors as Rousseau, Wordsworth, Coleridge, Muir, and Audubon, but we will focus on contemporaries: Rachel Carson, Ed Abbey, McClure, Snyder, Sanders, Ed Hoagland, Wendell Berry, Annie Dillard, the Vonnegut of Galapagos, and others. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 581
Project Outreach - 1-3cr
Jack Collam
Project Outreach places students in local schools and other institutions to encourage creative compositions through writing exercises that inspire and instruct participants in making words out of words. Students go out into the world as literary activists, sharpening and extending their own teaching skills. This course is available for one, two, or three credit hours. Open to B.A. and M.F.A. Writing Program students only.

WRI 582
Letterpress Printing: The Well Dressed Word - 3cr
Julie Seko
This course introduces students to the tradition of letterpress printing techniques. Students will learn how to hand-set type and operate platen or proof press using distributable type, fine handmade papers, inks of diverse colors and tones. The class will develop composing and printing skills by breaking into groups in order to work on individual projects. Broadside, poetry/prose chapbooks, and art books will be produced. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department. $30.00 material fee, paid with tuition.

WRI 582
Letterpress Printing: First Impressions - 3cr
Brad O’Sullivan
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class will explore letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design, and layout. As writers/printers, students will investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards, and a limited-edition chapbook. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department. $30.00 material fee, paid with tuition.
WRI 610A
Practice of Poetry - 3cr
Mary Angeline
In this course we will begin with the premise that we are persuaders and interpreters dwelling in a language which both makes and reveals us and, to some extent, generates its own characteristics and conditions. Assuming we are also "writers," how do we then negotiate conventions of form or genre? What becomes of excess or consumption, what of the fragmentary or the fetish? How are these practices and desires accommodated by genre? Students will engage individual semester-long projects situated outside the usual parameters of form and genre. Readings include Beverly Dahlen, A Reading 1-7; John Ashbery, Three Poems; Mei-Mei Bersenbrugge, Four Year Old Girl; Walter Abish, Alphabetical Africa; Lyn Hejinian, My Life. Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 610B
Practice of Poetry: Nature Poetry for the 21st Century - 3cr
Andrew Schelling
Natural history, wilderness studies, eco-poetics, bioregionalism should produce a poetry in step with projective verse, field poetics, chance operation, dream work, cut up — all the postmodern strategies — right? So why does most nature poetry look so straight, fussy, antithetical? The class will explore what a contemporary "nature literate" or eco-poetry could look like. Each student will track a personal curriculum of poetry, natural history, anthropology, eco-criticism and wilderness thought, then meet in a workshop situation and see how well their poetry has responded to current notions of metabolism, food chains, phenology, or the intertwined structures of the human and non-human psyche. It's been 30,000 years since the artists of Chauvet cave regarded the megafauna of Europe and made an eco-artist breakthrough. What have poets learned to do since? Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 613A
Creative Reading and Writing: Eros and Loss in Poetic Construction - 3cr
Aishah Oliver
Students will fashion a poetic language to investigate the nature of Eros and loss. Working from these two dual fields or sites, students will construct a serial poem of approximately 25-30 pages, or a series of related poems, which engage both Eros and loss. Students will be asked to write to, from and around critical questions to frame a poetic inquiry that steps beyond a sentimental or self-indulgent notion of Eros and loss. Required course readings will include contemporary poets who investigate the notions of Eros and loss from differing subject positions. Roland Barthes' A Lover's Discourse will serve as our primary critical reading source. Students will also be required to write five short, 2-4 page response papers, weekly in-class writing exercises and bi-weekly in-progress critiques. Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 613B
Creative Reading and Writing: Sequences - 3cr
Keith Abbott
This workshop will cover how longer works and collections are conceived, ordered, structured and edited. Narrative principles, point of view, aesthetic and linguistic patterns will be studied along with organizational editing. Fiction, poetry, drama and videos will be utilized. Works by Basho, Wm. Burroughs, Ted Berrigan, Harry Crews, David Mamet, and Kathy Acker will be studied. Books by Richard Brautigan, F. Scott Fitzgerald, Lucia Berlin, and Louise Erdrich will be read. Longer works by students are encouraged. Editing principles for fiction collections will be covered. Recommended for third semester M.F.A. students, as preparation for Final Manuscript semester. Third semester (or Pre-Manuscript semester) students in prose concentration will have first consideration to register for this course. Open to M.F.A. Writing and Poetics students in prose concentration. Others by permission of the department.

WRI 621A
Practice of Fiction: Postmodern Prose - 3cr
Bobbie Louise Hawkins
In this writing workshop the class will explore the ideas, thematic preoccupations, and stylistic traits that have dominated writing for the last four decades. The intent is to extend the frame of reference in students writing. The class will work with the values found in the "frame" of conventional prose and the values to be found in breaking that "frame." Modes will include pastiche, collage, fragmentation as well as hypertext and writing on the web. Readings from a wide variety of innovative writers will inform students work in the class. What is "real" in fiction? What "relationship" exists in a piece of writing between reality and the fictive? The literature of any time reflects the time; how can we preserve our singularity as writers, one by one, in a time so besieged by media? How local are we, and what is the locale within which we exist and write? Open to M.F.A. Writing and Poetics Students only. Others by permission of the department.

WRI 621B
Practice of Fiction: Building Blocks - 3cr
Keith Abbott
The basic building blocks of fiction will be studied through exercises in monologue, dialogue, point of view, character, and scene construction. Fiction, drama, and movie by Sam Shepard, Lucia Berlin, Louise Erdrich, David Mamet, Lorrie Moore, Eimear Leonard, Lillian Hellman, Raymond Chandler, and Quentin Tarantino, among others, will be studied. Half the class will be devoted to piloting student writing, half to assigned texts and assignments. Recommended for the M.F.A. students in prose concentration who will have first consideration to register for this course. Open to M.F.A. Writing and Poetics students in prose concentration. Others by permission of the department.
WRI 623
M.F.A. Literature Seminar: The Reflexive Novel - 3cr
Red Byrd
In this course students will explore narrational structure as a framing and disclosing device in the novel. In particular, the class will examine the tradition of narrational reflexivity that introduces into "stories" a perplexed (and humorous) system of meditations by narrator, author, character, reader, and/or cultural tradition. As a reader, one can find and lose and re-define oneself in the realms of ambiguity opened by such play in narration. Critical essays by Bakhtin, Benveniste, Adorno, others. Novels include: Don Quixote, Tristram Shandy, Moby Dick, The Unconsoled, The Far-nearer's Inquisition. If on a winter's night a traveler, Ceremony. Open to B.A. and M.F.A. Writing Program students only. Others by permission of the department.

WRI 660A
Practice of Poetry: Your World! - 3cr
Anselm Hollo
This writing workshop will focus on the participants' own poems, their intentions and realizations, triumphs, disappointments, and creative mistakes. It will also attempt to examine and clarify the traditions of which these poems partake, and we will be reading texts pertinent to such an investigation. All This Everyday by Ted Berrigan and Cavus & Causeries: Around Poetry and Poets by Anselm Hollo will be required reading. Highly recommended is the antholgy, Postmodern American Poetry, edited by Paul Hoover. Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 660B
Practice of Poetry: Liberation Now!
Text To Performance - 3cr
Anne Waldman
This workshop is designed to lift shapefully writing off the page and into the vocal air. Elements of stagecraft, theater magic, collaboration between species, genders, mentalities. Extensive readings in Artaud, anthropological source material, various poets' plays from Pound/Fenollosa Noh to Gertrude Stein, Thalia Field, and Leslie Scalapino. Fruition: Portraits of individual work and a collaborative performance piece open to the public. Class excursions to theatre/perf-po events. Final manuscript based on a number of writing "experiments of attention." Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 663
Creative Reading and Writing - 3cr
Mary Angeline
Description TBD
Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 670
M.F.A. Literature Seminar: Radical Prosody - 3cr
Red Byrd
We will explore the ways in which poets like Chaucer, Milton, Whitman, Dickinson, Williams, Stein, and Olson have "made strange" and redefined the verse structures in their day and influenced poetic form and style for the future. We will track the fascinating developmental history of radical prosody in English, and its relation to orientations of poetic theory from Coleridge to David Crystal. Weekly papers will be required. Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 671A
Practice of Fiction: Writing the American Short Story - 3cr
Keith Abbott
This workshop will use the American short story as a model for writing, alternating between rural Hemingway, modernist diction and motormouth, urban raps. The reading will concentrate on works by the following authors: Sherwood Anderson, Grace Paley, Ernest Hemingway, Raymond Carver, and Bobbie Ann Mason. Time will be divided between the assigned writers and workshop assignments generated out of required texts. Open to M.F.A. Writing and Poetics students only.

WRI 671B
Practice of Fiction: Character and Monologue - 3cr
Bobbie Louie Hawkins
The commonplace speaking voice that delineates character and determines character development is the basis for the writing students will do in this class. Monologues are a classic learning mode for characterization. Students will read writing and watch video performances by writers/performers including: Alan Bennett (The Madness of King George, Prick Up Your Ears), Eric Bogosian, Whoopi Goldberg, Ntozake Shange, and more. The focus is not the dramatic/visual writing aspect but the character voice speaking itself onto paper. Open to M.F.A. Writing and Poetics students only. M.F.A. poetry students and others by permission of the department.

WRI 700
Tutor Seminar - 3cr
Michelle Pierre
This seminar is offered to first year graduate students (any department) interested in working as (paid) writing tutors in Naropa's New Center for Writing. Applications for the seminar are due in July each year (guidelines are available from the Writing & Poetics department and are sent with graduate school orientation packets, or call 303-245-4610 for more info.) Through hands-on work with papers and preliminary encounters with students, this seminar approaches tutoring from a multi-sensory, holistic perspective, designed to activate learning though engaged reading and writing. The course requires a good deal of reading in contemporary pedagogies and a commitment to working in the Center. Open to M.F.A. Writing and Poetics students only.
CORE FACULTY

Keith Abbott  Writing and Poetics
B.A., San Francisco State,
M.F.A., Western Washington State
Keith Abbott teaches fiction workshops and
Contemplative Brush. Publications: thirty books of
poetry, fiction, and nonfiction, including a memoir of
Richard Brautigan Downstream From Trout Fishing In
America and the introduction to Richard Brautigan:
The Edna Webster Collection of Undiscovered
Writings, (Houghton Mifflin). His writing has been
translated into six languages and appeared in over
twenty-five anthologies. Five solo shows of his art
include Buddha Comes to White America at the
University of Colorado where he taught M.F.A. courses
in art and literature. He has twice been Artist in
Residence at the Djerassi Foundation.

Dale Asrael  Transpersonal Counseling
B.S., Northwestern University, Certificate in Elementary
& Secondary Education, Notre Dame University
Dale Asrael has worked in the field of contemplative
education for over 20 years. Prior to her residency as
Head of Meditation and Education at the Rocky
Mountain Dharma Center she was core teacher and
assistant director at The Vidya School. A student of the
Ven. Chogyam Trungpa, Rinpoche since 1973, she has
lead retreats and seminars throughout the U.S. and
Canada. She is currently exploring the application of
mindfulness meditation in hospice and prison environ-
ments, and to the process of conflict resolution.

Robert Atchley  Gerontology & Long-Term Care
A.B., Miami University,
M.A., Ph.D. American University
Robert Atchley has been a key figure in the develop-
ment of social gerontology over the past 30 years. He
is the author of the best-selling text, Social Forces and
Aging, now in its 8th edition (1997). He is a former
Distinguished Professor of Gerontology at Miami
Institute in Oxford, Ohio, and also served as the direc-
tor of Scripps Foundation at Miami University. He is
the Chair of the Department of Gerontology.

Zoe Avstreich  Somatic Psychology
M.S., A.D.T.R., NCPsyA,
M.A., Hunter College, New York, NY
Founder/Director of the Center for the Study of
Authentic Movement and Former Director of the
Graduate Program in Dance/Movement Therapy at
Pratt Institute is a pioneer in the development of
Authentic Movement. She lectures and teaches inter-
nationally and has published widely. She is the
recipient of the Outstanding Educators Award of the
American Dance Therapy Association, The Harkness
Choreographer Space Grant and was nominated for
the Fetzer Institute Scholar Award.

Frank Berliner  Contemplative Psychology
B.A., Yale University,
M.A., The Naropa Institute
Frank Berliner is a core faculty member in the B.A.
Contemplative Psychology department at Naropa. He
is also a psychotherapist and organizational consultant
in private practice. Mr. Berliner has been a student of
the founder of Naropa since its opening session in
Summer 1974. He studied the psychology and practice
of meditation intensively for four years at the Karme
Choling Buddhist Retreat Center, then served for three
years as National Director of Shambhala Training and
for nine years as director and teacher-in-residence of
the Berkeley Shambhala Center.

Richard Brown  Early Childhood Education
B.A., Knox College,
Graduate study, Earlham School of Religion,
Certificate in Elementary Education,
Institute of Denver,
M.A., The Naropa Institute
Richard Brown has practiced educational therapy and
taught early elementary grades in public schools.
He taught for seven years at The Vidya School, a contempla-
tive elementary school, where he became Head
Teacher. For the past fifteen years he has been teaching
contemplative education courses and is now chairing the Early Childhood Education program at
Naropa University.

Diane Butler  Dance/Movement Studies
B.F.A., The Juilliard School,
M.A., Wesleyan University
Diane Butler assisted choreographer Ruby Shang in
setting site-specific works in the U.S., Europe and
Japan from 1983-90. Sites included the Cooper Union
Project, Eiffel Tower, NY Public Library, Lincoln Center.
Collaborations include works with Bill T. Jones and
Butoh artist Akaji Maro at the American Dance
Festival, St. Marks Church and Yoga Festival (Japan).
She served as a Teaching Artist for the Lincoln Center
Institute and as a guest artist for the Colorado Dance
Festival, Performing Arts High School, Rutgers
University, Hofstra University, and festivals in Western
and Central Europe and Java. In 1990 she performed
and taught through the Colorado Aesthetic Education
Institute and Young Audiences. She has received
grants from the Colorado Council on the Arts,
Neodata Endowment, Boulder Arts Commission and
was awarded a 1995 Djerassi Artists Residency as a
founding member of the Maliposa Collective.
Reed Bye  Writing and Poetics
B.A., M.A., Ph.D., University of Colorado
Reed Bye is the author of four books of poetry including Passing Freaks and Graces and Heart's Bestiary. He has taught classes in Drama Art as well as classical and contemporary literature at Naropa University. He is currently Chair of the Department of Writing and Poetics.

Christine Caldwell  Somatic Psychology
A.D.T.R., L.P.C., Ph.D., Union Institute
Christine Caldwell is the Founder and a former director of the Somatic Psychology Department at Naropa University. Her work began twenty years ago with dance therapy, Aston-Patterning and Gestalt, and has evolved over the years into a form of body-centered psychotherapy that she calls "The Healing Cycle." This work emphasizes the pre and peri-natal time, the transformational effect of movement processes, the practice of dying, the opportunity in addiction, and a trust in personal essence. She has taught at several universities, and teaches and lectures internationally.

Jane Carpenter-Cohn  Contemplative Psychology
B.A., State University of New York-Cortland, M.A., The Naropa Institute
An educator for 25 years, Jane Carpenter-Cohn has taught children and adults of all ages. Trained in marriage and family therapy, she continues a private practice in Boulder. She is a Certified School Counselor and has counseled high-risk teenagers for an alternative high school in addition to working with young children and families. Jane has been a student of the Vén. Chögyam Trungpa, Rinpoche since 1975 and has taught and coordinated programs for Shambhala and Buddhist centers over the last 15 years. She is an accomplished Ikebana instructor and continues to practice this art. Jane chairs the B.A. Contemplative Psychology Department.

Lauren Casalino, L.P.C.  Contemplative Psychotherapy
B.A., Rutgers College, M.A., The Naropa Institute
Lauren Casalino has been a faculty member in the M.A. Psychology: Contemplative Psychotherapy Department since 1990. In private practice for the past nine years, Lauren specializes in intensive home-based treatment. She also volunteers with hospice and The Humane Society, facilitating bereavement support groups.

Dee Joy Coulter  Naropa College Core
B.A., M.A. University of Michigan, Ed.D., University of Northern Colorado
Dee Coulter taught and directed public school programs with learning disabled students for 14 years. She then taught education courses at various colleges for the next 14 years. Currently, she directs a graduate level correspondence course in neurology and learning for the University of Northern Colorado, conducts cognitive evaluations in a private practice. Lectures and presents workshops nationally on child development, cognition, and music education. At Naropa, Dee teaches courses on cognition.

Barbara Dilley  Dance/Movement Studies
B.A., Mount Holyoke College
Barbara Dilley studied and performed dance in New York City and toured internationally with the Merce Cunningham Dance Company (1963 - 1968). Ms. Dilley participated in the Judson Dance Theater and performed with Yvonne Rainer. In 1970 she became part of Grand Union, a dance/theater collaboration that was to extend the definitions of the art of improvisation. She has choreographed and performed solo and group works in this country and abroad. Ms. Dilley designed the Movement Studies Program at Naropa Institute and was its director for eight years. She served as President of Naropa from 1984-93, and returned to the faculty in 1994. She teaches contemplative dance art in Germany, Switzerland and France.

Barbara A. Carter  Transpersonal Counseling
B.A., New Mexico State University, M.S., Boston University, Ph.D., Union Institute
Barbara Carter is a licensed clinical psychologist and chair of Naropa's Transpersonal Counseling Psychology Department. She has worked in schools, hospitals, clinics and corporations as a teacher, therapist, consultant and supervisor emphasizing the compassionate integration of mind, body and spirit. Her doctoral studies in depth psychology lead to research on the interrelated nature of birth, death and sexuality within the depths of the psyche and the implications this has for our understanding of psychospiritual crisis. Barbara is also certified in Holotropic Breathwork by Stanislav Grof with whom she has studied extensively.

Roger Dorris  Religious Studies
A.A.S., B.A., Metropolitan State College of Denver, M.A., The Naropa Institute
Roger Dorris has been actively involved in the human service field for the past twenty years as a counselor, community organizer, administrator, and advocate. He has worked in the areas of addiction and recovery, corrections, homelessness, mental health, and public health. He has also served as retreat master at Karmê Chöling in Vermont. He is core faculty and director of the Socially Engaged Buddhism M.A. program.
James Emery, L.P.C.  Contemplative Psychotherapy
B.A., University of Colorado,
M.A., The Naropa Institute
James Emery is a graduate of the M.A. Psychology:
Contemplative Psychotherapy program. Since graduat-
ing, he has been involved with this department in
various capacities, such as faculty member, Practice
Coordinator, Admissions Committee member and
Internship Coordinator. He is currently a member of
the Faculty Leadership Team and chair of the depart-
ment. He has also been the Internship Co-Coordinator
for the M.A. Gerontology and Long-term Care
Management program at Naropa. James has worked
extensively as a Team Leader and therapist with the
Windhorse Treatment Model and is the Co-Director for
Windhorse Community Services, Inc. He is a Licensed
Professional Counselor in the state of Colorado.

Bataan Faigao  Traditional Eastern Arts
B.A., University of San Carlos (Philippines),
M.A., New York University,
M.F.A., The Naropa Institute
Bataan Faigao began studying Ta'i-chi Ch'uan with
Grand Master Cheng Man-ch'ing in 1968 and for the
next seven years practiced under his guidance; He has
been teaching Ta'i-chi Ch'uan since 1976. He is a full-
time faculty member at Naropa University and
co-chair of the Traditional Eastern Arts Department.
He is also co-director of the Rocky Mountain Ta'i-chi
Ch'uan Foundation.

Jane Faigao  Traditional Eastern Arts
B.A., University of Minnesota,
M.A., New York University
Jane Faigao began studying with the late Grand
Master Cheng Man-ch'ing in 1968 and for the next
seven years studied under his guidance. She has
been teaching Ta'i-chi Ch'uan since 1976. She is a
full-time faculty member of Naropa University and
co-chair of the Traditional Eastern Arts Department.
She is also co-director of the Rocky Mountain
Ta'i-chi Ch'uan Foundation.

Michael Franklin  Transpersonal Counseling
B.A., University of South Florida,
M.A., George Washington University
Michael Franklin is the coordinator of the Art Therapy
Program. For the past 18 years, he has both practiced
and taught art therapy in various academic and clinical
settings. He has lectured nationally and internationally,
offering a wide range of research contributions to his
field. As an artist, he actively exhibits his work and
continues to research the relationship between Art
Therapy, yoga philosophy and meditation.

Darion Gracen  Transpersonal Counseling
B.A., Mt. Holyoke College,
M.S.W., Smith College School for Social Work
Darion Gracen is currently the Assistant Chair of the
Transpersonal Counseling Psychology graduate pro-
gram at Naropa University. Her teaching focuses on
direct clinical training as well as anchoring a transper-
sonal perspective throughout the curriculum. She has
taught and trained in Ectopsychotherapy, Gestalt,
Psychosynthesis and Family Systems as well as consult-
ing with non-profit organizations and schools. She has
led wilderness retreats since 1989 and is currently
writing a book on the children of narcissistic families.

Bobbie Louise Hawkins  Writing and Poetics
Bobbie Louise Hawkins has written 13 books includ-
ing: fiction, non-fiction, poetry, and performance
monologues. She has performed her work in England,
Holland, Germany, and the United States at Joseph
Papp's Public Theater, Bottom Line, and Folk City in
New York City and The Great American Music Hall in
San Francisco. In England she worked with Apples and
Snakes and read at the Canterbury Festival and the
Poetry Society. Hawkins also wrote a one-hour play for
NPR's, The Listening Ear, and has two CD's of her
work. She has received a Fellowship from the National
Endowment for the Arts in Fiction.

Caroline Hinkley  Traditional Eastern Arts
B.A., Occidental College,
M.F.A., Claremont Graduate University,
M.F.A., California Institute of the Arts
Caroline Hinkley has been a practicing artist and pho-
tographer since 1975. She has taught drawing at
Scripps College in California, was artist-in-residence at
the California Institute of Technology for two years and
taught art and technology to Caltech students. Since
1981 she has been living in Boulder and has taught at
the University of Colorado in the College of
Architecture and Planning, the Art Department, and
Women's Studies. She has received a NEA/WESTAF
award for photography, a Visual Arts Fellowship from
the Colorado Council on the Arts, a Neo Data fellow-
ship, and the San Francisco Foundation Phelan Award
for excellence in photography. She studied philosophy
at Occidental College, painting and drawing at
Claremont Graduate University, and social and environ-
mental design at the California Institute of the Arts.
Anselm Hollo  Writing and Poetics
University of Helsinki, Institute of Tübingen
Anselm Hollo is the author of thirty-odd books and chapbooks of poetry, including Maya, Outlying Districts, and Corpus. Recent books include AHOE (And How On Earth), rue Wilson Monday, and Cows & Causersies: Around Poetry and Poets (essays). His work has been widely anthologized and translated into Finnish, French, German, Swedish, and Hungarian. He is a recipient of a NEA Fellowship in Poetry, two grants from The Fund for Poetry, and the Government of Finland’s Distinguished Foreign Translator’s Award for long service to the literatures of Finland. A native of Helsinki, Finland, he has lived in the U.S. since 1957, teaching poetry and translation at many colleges and universities. Authors whose work he has translated include Paul Klee, Bertolt Brecht, and Jean Genet.

Victoria Howard  Religious Studies
B.A., Barnard College of Columbia University,
Ph.D. candidate, Union Institute
Victoria Howard founded and directed Dana Home Care, a national, non-profit organization providing in-home care for frail seniors. She currently teaches in the Engaged Buddhism and M.A. programs at Naropa. Ms. Howard has assisted in the development of a number of innovative senior care residences and consults for elder care agencies and facilities in the Denver-Metro area.

A. d’Forrest Ketchin  Environmental Studies
B.A., Georgia State University,
M.A., M.Ed., Ph.D., University of Colorado
Forrest Ketchin is an anthropologist with a background in cultural ecology, ecology, experiential education, and religious studies. Her special interest is the union of science and spirit, and the reciprocity between cultures and nature. With a doctorate in anthropology, Forrest has pursued post-doctoral study in creation centered spirituality with Matthew Fox and Brian Swimme, American Indian cultures of the High Plains, and ecology and recreational impact to public lands (Institute of Arctic and Alpine Research, CU). Her pursuit of these interests, and her multi-disciplinary approach have led to a variety of professional and volunteer efforts, including several awards.

Mark Miller  Music
B.A., Maryhurst College,
M.F.A., California Institute of the Arts
Mark Miller is the Director of the Naropa Music Program. He has toured and recorded with Art Lande, Tuck and Patti, Peter Kater, R. Carlos Nakai, David Friesen, and Bill Douglas, as well as poets Anne Waldman and Allen Ginsberg. With jazz pianist Art Lande, he has recorded two albums of improvised duets, The Story of Ba-Ku, Prayers, Germs and Obsessions and World Without Cars, as well as two award-winning children’s albums featuring Meg Ryan and Holly Hunter. With pianist Peter Kater, he has recorded nine albums including Migration, Honorable Sky, and Rooftops, as well as sound tracks for television and Off-Broadway.

Anne Zonne Parker  Environmental Studies
B.S., University of California at Berkeley,
M.A., Indiana University,
M.A., Ph.D. University of Oregon
Anne Parker has lived and traveled extensively throughout the Himalayas and Central Asia. Before coming to Naropa, she taught Geography and Environmental Studies at the University of Oregon, was the Program Director at Interface in Boston and directed a national Buddhist Organization, the Dzogchen Foundation. She has received Fulbright and NSF research grants for her work in Nepal, Bhutan and India on indigenous agriculture. She led wilderness expeditions for many years with both the Sierra Club and Marble Mountain Expeditions.

Ven. Dzogchen Ponlop, Rinpoche  Religious Studies
Ka Rabjampa, Rumtek Shedra, Sikkim Acarya,
Sanskrit Institute
Ven. Dzogchen Ponlop, Rinpoche, is the 7th of his incarnation line, connected since the time of the 5th Dalai Lama with a group of monasteries in eastern Tibet. His birth was predicted by His Holiness the XIVth Karmapa, who recognized him and ordained him. Ven. Ponlop, Rinpoche has received the most important Kagyu and Nyingma teachings and empowerments from His Holiness Karmapa, His Holiness Dilgo Khyentse, Rinpoche, and other great teachers. He was trained by Khenchen Thrangu, Rinpoche, and Khenpo Tsultim Gyamso, Rinpoche, at Karma Shri Nalanda Institute, the shedra or monastic college at Rumtek monastery in Sikkim. He has taught many Western students, and is the director and main teacher of the Ngedon Academy at Gampo Abbey in Cape Breton, Nova Scotia. Rinpoche is fluent in English, and is known for his unique blend of intellectual precision and great warmth.

Reginald A. Ray  Religious Studies
B.A., Williams College,
Ph.D., University of Chicago
Reginald Ray received his doctorate in the History of Religions, concentrating on Indo-Tibetan Buddhism. A student of Trungpa, Rinpoche since 1970, he came to The Naropa Institute in 1974 to help inaugurate the Buddhist Studies (now Religious Studies) Department and became the Institute’s first full-time faculty member. He has been the recipient of the Fulbright-Hays Fellowship and two N.E.H. Senior Research Fellowships, yearlong grants to support scholarly research and writing. His book, Buddhist Saints in India (Oxford Institute Press, 1994), received a national book award from the American Academy of Religion. He is a member of the Nalanda Translation Committee and is working on books on the Indian Mahasiddhas (Tantric Buddhist saints) and on the practice traditions of Tibetan Buddhism.
Ven. Ringu Tulku, Rinpoche

Religious Studies

Acharya degree, Varanasi Institute, Lopon Chenpo (Ph.D.) Int’l Nylingma Society

Ven. Ringu Tulku, Rinpoche, is an eminent Buddhist teacher, whose scholarship, fluent English, and responsive teaching style have become appreciated in European dharma centers. He was recognized as the reincarnation of the Abbot of Rigul monastery in Tibet. Gyalwa Karmapa and Dilgo Khyentse Rinpoche were his root gurus and he has studied and practiced under the guidance of many distinguished lamas from all the traditions of Tibetan Buddhism. He has been a professor of Tibetology in India for the last seventeen years and has produced teaching material and books in Sikkim. Among his publications is a book on the first Jamgon Kongtrul and the n-me movement.

Laurie Rogenstein

Transpersonal Counseling

B.M., Berklee College of Music, M.M.T., Southern Methodist University

Laurie Rogenstein is a board-certified Music Therapist. She is the Coordinator of the Music Therapy Concentration at Naropa. Laurie developed and implemented a music therapy program for Hospice of Boulder County and maintains a private practice, using clinical improvisation and the Bonny Method of Guided Imagery and Music. Laurie plays fiddle and bass professionally and is a member of the Krook Drummers.

Rabbi Zalman Schachter-Shalomi

Religious Studies

Ph.D., Hebrew Union College

Rabbi Schachter has held the World Wisdom Seat at Naropa University and is Professor Emeritus at Temple Institute. He is a major figure in the Jewish spiritual renewal movement, presenting the central teachings of Hasidism and Kabbalah in a contemporary and heartfelt manner. Born in Poland in 1924 and raised in Vienna, he fled Nazi advances by coming to the United States in 1941. He was ordained in 1947 and received a Ph.D. in 1968 from Hebrew Union College. He has published over 150 articles and monographs on the Jewish spiritual life, and has translated many Hassidic and Kabbalistic texts. His most recent books are Spiritual Intimacy and Paradigm Shift. In 1989 Rabbi Schachter founded the Spiritual Eldering Institute to meet the needs of the current generation of elders because “every life matters immensely and every well lived and completed life helps in healing society.”

Andrew Schelling

Writing and Poetics

B.A., University of California, Santa Cruz

Special Studies, University of California, Berkeley


Judith Simmer-Brown

Religious Studies

B.A., Cornell College, M.A., Florida State University, Advanced graduate study, Columbia University, University of British Columbia, Ph.D., Walden University

Judith Simmer-Brown was trained in South Asian Religious Studies and Sanskrit at Columbia University, University of British Columbia, and Walden University. Before coming to Naropa in 1978, Dr. Simmer-Brown taught at Fordham and Western Washington Universities. She serves on the board of the Society for Buddhist-Christian Studies. She is completing a book on feminine principle in Tibetan Buddhism and presently serves as chair of the University’s Religious Studies department.

Robert Spellman

Visual Arts

B.F.A., Massachusetts College of Art

Robert Spellman has worked as a painter, graphic designer, illustrator, piano rebuilder and musician. His paintings have been exhibited in both group and solo shows. He has also practiced and taught Buddhist meditation for twenty-five years; directed Dorje Khuring Dzong, a rural retreat center for 6 years; and Karma Dzong, an urban meditation center in Boulder, Colorado for 3 years. He is currently the Chair of the Visual Arts Department at Naropa.

Philip Stanley

Religious Studies

B.A., University of North Carolina-At-Chapel-Hill, M.B.A., University of Michigan, M.A., University of Virginia, Ph.D. Candidate, University of Virginia

Philip Stanley was trained in the History of Religions program at the University of Virginia, concentrating on Indo-Tibetan Buddhism and Tibetan language. His doctoral dissertation is on the eighth to tenth century roots of the Nyungma School of Tibetan Buddhism and its nine-vehicle system. He has been a student of Trungpa, Rinpoche since the first session of the Naropa Institute in 1974. Philip has taught Buddhism for 19 years and Shambhala Training for 17 years. He received a Fullbright-Hays Fellowship for his doctoral research in Asia. Previously he taught at St. Mary’s Institute in Halifax, N.S. He is a member of the Nalanda Translation Committee and a teacher for the Nitartha Institute founded by Ven. Dzogchen Ponlop, Rinpoche.

Nora Swan-Foster

Religious Studies

M.A., A.T.R.-BC, Lesley College

Working as a Registered Art Therapist with children and adolescents led Nora Swan-Foster to specialize in women’s issues and transitions around childbirth. She believes these transitions represent a living metaphor for personal growth and awareness. Along with a private practice, integrating art therapy and Jungian dream therapy, she does research with high-risk pregnancies at a Denver hospital.
Steven Taylor  Writing and Poetics, InterArts  
B.A., Glassboro State College,  
Ph.D., Brown University  
Steven Taylor has toured internationally as musical arranger and performer with many renowned artists including Allen Ginsberg, Anne Waldman, and The Fugs. He has taught summers at Naropa for more than ten years and has taught full time since 1995. Steven has an M.A. degree and a Ph.D. in ethnomusicology from Brown University.

Anne Waldman  Writing and Poetics  
B.A., Bennington College  
The renowned author of more than 30 books and chapbooks of poetry, Anne has performed her work internationally, including experiments with music, dance and video. She directed the Poetry Project at St. Mark’s Church-in-the-Bowery for more than a decade, and now is a Distinguished Professor of Poetics at the Writing and Poetics Department at Naropa. She also teaches at the Institute of American Indian Arts in Santa Fe and the Schule für Dichtung in Vienna.

Candace Walworth  Naropa College Core  
B.A., University of Illinois,  
M.A., Vermont College of Norwich University  
Candace Walworth has twenty years of experience as an educator, teaching in settings ranging from alternative high school to community college. Before coming to Naropa, she toured for six years with a professional theater company, the United Mime Workers, and was active in community-based arts programs. She helped to design and develop the Naropa Core curriculum and currently teaches writing and literature in the Core. Her special areas of interest include eco-literature and wilderness-based improvisational theater.

Karen Kissel Wegela  Contemplative Psychotherapy  
B.A., University of Rochester,  
M.A., Boston University,  
M.A., University of Denver,  
Ph.D., Union Institute  
Karen Kissel Wegela directed the M.A., Psychology in Contemplative Psychotherapy program for nine years and continues to be a member of the Faculty Leadership Team for the program. She holds Master’s degrees in English Language and Literature and in Counseling. A licensed psychologist in private practice since 1977, she also has been involved in work in the public sector. Her recent book, How to Be a Help Instead of a Nuisance, presents basic principles of contemplative psychotherapy for professional and non-professional helpers.

Lee Worley  Theater  
B.A., Mount Holyoke College,  
M.A., The Naropa Institute  
Lee Worley was a founding member, actress and director of the Open Theater for seven years and a member of the Living Theater in Europe. She has collaborated with Joseph Chaikin, Sam Shepard, Jerzy Grotowski, Julian Beck, Judith Malina, Jean-Claude van Itallie and Jean-Jacques Lebel among others in the formative years of ensemble theater in New York and Paris. She taught at Sarah Lawrence College and the New School for Social Research, and in 1974 created the Theater Studies Program at Naropa. In the Fall of 1991 she was guest artist at the Cleveland Public Theater. Currently she divides her time between Naropa and working with a Mudra Theater group in Europe.

NAROPA BOULDER AJDUNCT FACULTY

Eleanor Alden, L.C.S.W.  
M.S.W., University of Washington, Seattle,  
M.B.A., University of Puget Sound  
Eleanor Alden has been a clinical social worker since 1968. She was on the faculty, teaching psychology to physicians at the Mercy Family Medical Residency Program in Denver from 1982 through 1988. She has been in private practice since 1984. She has studied Jungian Depth Analysis for six years at The C.G. Jung Center of Denver and the Inter-Regional Society of Jungian Analysts. Ms. Alden currently presides as President of The C.G. Jung Center of Denver.

Hameed Ali  
HameedAli has developed and taught the Diamond Approach over the last twenty-two years. In addition to his writing, he has established centers for teaching this method in Colorado, California, and elsewhere. He is active in guiding students and training teachers in the Diamond Approach and in writing. Ali (under the pen name Almaas) is author of eight books including, The Void, The Pearl Beyond Price, The Point of Existence, and The Diamond Heart.

Wendy Allen  
Wendy Allen holds a degree from UNC-Charlotte where she studied costume design, directing, music and dance. She has also attended The Naropa Institute where she received a certificate of studies in InterArts. She currently resides in San Francisco where she creates music, film and fashion performances under the name “Miss Fitt & Co.”

Joan Anderson  
B.A., Miami University, Oxford, Ohio  
Joan Anderson studied fine arts at the Montserrat School of Art, Beverly, Massachusetts. She has worked as a graphic designer and art director and is a painter and calligrapher. She served on the Board of Directors of Vajradhatu and as President of the Lettering Arts Guild of Boston. Her paintings and calligraphy have been exhibited internationally.
Mary Angeline  
B.A., Kent State,  
M.F.A., Brown University  
Mary Angeline is a writer and poet and author of Precise Intrigues, published by Post-Apollo Press. She received her B.A. in philosophy from Kent State and M.F.A. from Brown University. Sh has taught at Penn State, Pittsburgh and Carnegie Mellon Universities and is currently teaching at Chatham College. She was a 1994 recipient of the Gertrude Stein Award in Innovative Poetry.

Elias Amidon  
Elias Amidon is founder of the Institute for Deep Ecology and the Boulder Institute for Nature and the Human Spirit. He leads professional training in ecopsychology for therapists and counselors throughout the country, as well as retreats and training for spiritually engaged environmental activists in the U.S., Europe, and Southeast Asia. Author of The Soul of the Oasis, a book on the ecological design of desert cities (a NEA award), he is also co-editor of the book Earth Prayers and Life Prayers. Elias teaches in the Sufi tradition.

Howard Aposhyan  
Ph.D., University of Oregon  
Howard Aposhyan has successfully taught courses and workshops at The University of Colorado, The University of Oregon, and Montana State University. He maintains a private practice in Boulder, and is a child and family therapist with Boulder County Mental Health.

Sheila Atchley  
Ph.D., Sociology, University of Kansas,  
LNHA, State of Colorado,  
CALA, American College of Health Care Administrators  
Sheila Atchley was a professor of gerontology for over 25 years before coming to Naropa in 1998. In addition to teaching, she shares her expertise and innovative insights by writing articles for professional journals and consulting with universities and long-term care service providers. She is a licensed nursing home administrator and is currently focused upon working with elders who have Alzheimer’s Disease and other dementias.

Jeri Bacon  
Jeri Bacon is a graduate of the Contemplative Psychotherapy Program at Naropa and has worked in the mental health field for eighteen years. For six years she worked with acutely mentally ill clients at the Mental Health Center of Boulder County, and for seven years she worked with substance abusers and their families as developer and director of the Family Program at the Addiction Recovery Center of the Boulder County Health Department. Jeri supervised staff and students in these positions and has been a clinical tutor and group process leader at Naropa. She has a private practice in Boulder.

Ann Zeidman Bardwell  
B.F.A., University of Michigan,  
M.A., The Naropa Institute  
Ann Bardwell is a licensed marriage and family therapist. She has been counseling couples and families for 15 years and specializes in couple’s communication, life transitions and transformative work with grief and loss. Ms. Bardwell maintains a private practice at the Colorado Institute for Marriage and the Family in Boulder. She has taught and lectured on the Buddhist approach to dying, transforming loss and the spiritual aspects of grief. As a workshop facilitator, her style is gentle and compassionate, drawing on her personal experiences with loss.

Thomas J. Barr  
Ph. D., University of Miami  
Thomas Barr is licensed in Colorado as a Psychologist, and in Florida as a Psychologist and Marriage and Family Therapist. He has 21 years of experience covering a broad range of clinical areas including drug and alcohol treatment, forensic psychology, marriage and family therapy treatment and training, and clinical supervision. Tom has a national reputation in the field of clinical hypnosis and behavioral medicine. He is past President and Fellow of The Florida Society of Clinical Hypnosis and an Approved Consultant and Fellow of The American Society of Clinical Hypnosis.

Diane B. Bartko M.A., A.D.T.R., LPC  
Diane Bartko is a registered member of the Academy of Dance Therapists and a Licensed Professional Counselor. She has nine years experience working in the mental healthcare industry with a variety of clinical populations, specializing in Dissociative Identity Disorder, Eating Disorders, and Senior Behavioral Health Services. Diane is currently working as a clinical mentor providing supervision to Naropa M.A. Dance Therapy students and is the director of the B.A. Dance Therapy Program. She also facilitates dance/movement therapy workshops that integrate the benefits of expressive arts and contemplative practices.

Laura Beer M.A., A.C.M.T.  
Laura Beer holds an Advanced Certification in Music Therapy. She received her Master's degree from New York Institute, and did post-master training with Clive and Carol Robbins for a Certificate in the Nordoff-Robbins Approach to Music Therapy. Her clinical experience includes work with handicapped children, teens, geriatrics and clients with Alzheimer’s Disease. She has presented her work internationally to students and fellow professionals.
Sarah Bennett
B.F.A., Western Kentucky University
M.A., The Naropa Institute

Sarah Bennett has worked with children and parents for over 25 years as both a teacher and a therapist. She facilitates transpersonal journeys in Perú for spiritual growth and healing. As a consultant, she conducts workshops for parents, therapists and educators. A Licensed Professional Counselor, her private practice includes Sandplay therapy and the use of Plant Spirit Medicine in Shamanic healing.

Ronald Billingsley
M.A., Ph.D., University of Oregon

During his twenty-six years at the University of Colorado, Ron Billingsley has taught some thirty-four different courses offered in six different programs and departments. Although Professor Billingsley has taught ethnic literatures from the beginning of his career (where he was rostered in African-American Studies and English) he has also participated in a number of interdisciplinary and experiential programs. His three voyages around the world with Semester at Sea program served to raise his concern for global issues and environmental problems and prompted him to design a number of interdisciplinary global studies courses. For the last nine years Dr. Billingsley has served as the Academic Director of the Presidents Leadership Class at the University of Colorado, Boulder.

Jeffrey Bliss
C.S.W., B.S., University of Maryland,
M.S.W., Hunter College

Jeffrey Bliss was Intergenerational Director for Elders Share the Arts in New York City from 1989 to 1998. He conducted cross-cultural expressive arts programs for seniors and at-risk youth. With the Lincoln Center for the Performing Arts, Mr. Bliss designed aesthetic education modules for public schools. He has also directed expressive arts workshops for long-term care institutions, senior centers and public schools, and he developed an intergenerational program for senior adults and children of homeless families in Washington, D.C. He now lives and works in Massachusetts.

Jude Blitz
B.S.W., University of Maryland,
Aikido Sandan (Fourth degree black belt)

Jude Blitz has been a student of Hiroshi Ikeda, Shihan since 1980. She has taught Aikido at Naropa since 1989. She is a certified Hekomi Therapist and body worker and has a private practice in Boulder.

Dennis Boggio
A.I.A., B.S., Ohio State University
M.A., University of Colorado

Dennis Boggio is the president of Lantz-Boggio Architects in Denver and is recognized as one of the leading architects in the design of retirement housing, assisted living, and long-term care communities. He has over 17 years of design experience and has served as a visiting critic and lecturer at the University of Colorado Graduate School of Architecture. He has also been instrumental in the development of architectural and construction guidelines for the licensing of residential care and other long-term care facilities.

Elisabeth Borden
B.A., Kansas State University,
M.A., University of North Texas Center for Studies in Aging, Long-Term Care Administration

Elisabeth Borden, a Colorado licensed nursing home administrator, has worked in the long-term care industry since 1976. She coordinated the development of the first two alternative care facilities in Boulder County. For four years, Ms. Borden served as Director of the Area Agency on Aging in Boulder County and she has been an advocate, trainer, and developer for long-term care services ranging from home-sharing to ombudsman programs to assisted living.

Deborah Bowman
B.A., University of Kansas,
Ph.D., Union Institute

Deborah Bowman was the former president of Boulder Graduate School, and is co-founder of the Women's Institute of Boulder. She is a certified Gestalt therapist in private practice, and a former instructor at the National Outdoor Leadership School. She specializes in the dream-painting process, combining art therapy, Jungian, transpersonal, and gestalt therapy.

Wendy Bramlett

Wendy Bramlett has been teaching yoga for 20 years. She has extensive experience with the iyengar and Ashtanga methods of practice. Her work is influenced by her many years of practice in the bodywork field and her interest in movement studies. She teaches public classes, and maintains a private practice, in movement yoga and movement arts center, in Boulder.

Pat Breslin
M.A., The Naropa Institute

Pat Breslin is a second generation Coloradan. As a "Military Brat" she spent much of her childhood immersed in various "foreign" cultures. Years later after living in Boulder for 10 years she became curious about her own prejudices and biases. The exploration of these hidden motivations led her to Denver and began working as a Victim Advocate for the Denver District Attorney's Office.
Sreedevi K. Bringi
B.A., Bangalore University,
M.A., Ohio State University,
M.A., The Indian Institute of Technology
Sreedevi Bringi is an educator and community leader in multiculturalism, lecturer on India and Hinduism, presenter of Hindu practices and rituals, and teacher of Vedanta meditation. She currently teaches Introduction to Contemplative Hinduism in the Religious Studies department of Naropa University.

Annie Brook
Certified teacher of Body-Mind Centering®,
B.A., Somatic Psychology,
M.A., Applied Behavioral Science
Annie Brooks has taught Body Mind Centering® throughout the country and is a skilled educator with sixteen years experience as a psychotherapist in clinics, hospitals, public schools and private practice focused on somatic work. She has worked with infants, children, teens, families and individuals. Shahara loves the outdoors and was an adventure guide in Africa and Mexico, leading hiking treks and sea kayaking. Her community work includes courses in contact improvisation, human sexuality and communications. She is a published poet and writes a column for Tantra: The Magazine. Her book, Body Mind Centering and Contact Improvisation, was published in 1998.

Marlow Brooks
Graduate, Worsley Institute of Classical Acupuncture
Marlow Brooks has studied Classical Acupuncture in both England and the United States. She studied Plant Spirit Medicine with Elliot Cowan. Marlow maintains a private healing practice and teaches workshops and yearlong apprenticeships in Five-Element Healing and Plant Spirit Medicine. She became a student of Chögyam Trungpa in 1975 while attending the Naropa Institute. She also teaches Buddhism, Shambhala Training and Oriental Brush Calligraphy.

Jane C. Bryant
B.A., Psychology, University of Colorado at Boulder,
M.A., The Naropa Institute
Jane Bryant is currently an adjunct faculty member at Naropa and senior member of Emergency Psychiatric Services at the Mental Health Center of Boulder County.

Jane Bunin
B.S., Cornell University,
M.S., Brandeis University,
Ph.D., University of Colorado, Plant Ecology
Jane Bunin has been doing ecological consulting since 1970 and has been an active botanist and ecologist in the Rocky Mountain region and Boulder. She has taught biology, ecology, and a variety of natural science and outdoor education classes at public school, community college, and institute levels since 1967.

T. Burke, Jr.
M.F.A., The Naropa Institute
T. Burke is the author of the full-length drama, American Express, first presented at the Paul Sills Theater in Los Angeles. He received a 1998 Honor's Award from New Millennium Writing. He is the co-author of American Reel -- a feature film starring David Carradine and Mariel Hemingway, currently in release; and Stripmilk Bohemia -- a novel which has been optioned for film by Upside Down Pictures. With writer-performer Vicki Lewis, he is adapting 'For the Love of Esme' for network television. He is a three time Fellow to the Virginia Center for Creative Arts and has been presented with a Cable Ace Award and an R.I.A.A. Golden Disc. Since 1986, he has been a member of the Writers Guild of America.

Ellen Burkett
M.A., The Naropa Institute
Ellen Burkett currently teaches Master's Paper Seminar at Naropa University and also does guest speaking in other Naropa classes on the subjects of Jungian Psychology, Dreams, and Archetypes. A graduate of Naropa's Transpersonal Counseling Program, Ellen works as a counselor in private practice in Westminster, CO specializing in Anger Management, Griefwork, and Parenting issues. Ellen has developed an Online Course for Jungian Dreamwork, called Dreamtutor, which includes interactive dream interpretation. She also offers an Anger Management program through the Internet. In addition, Ellen serves as part of the Jefferson County school district's writing assessment team.

Duncan Campbell III
B.A., Yale College
For the last 25 years, Duncan has practiced law in Denver and Boulder specializing in representing business entrepreneurs from start up through mature businesses. He has thirty years of experience in the fields of psychology, philosophy, spirituality, law, business, economics, politics, communications, and teaching. In the summer of 1974, he hosted the "Open Secret Video Discussion" between Chogyam Trungpa, Rinpoche and Ram Das. For the last 6 years, he has hosted discussions on the KGNU Connections Show.

Katherine Campbell
B.A., Regis University School for Professional Studies,
Certified In Gerontology and Rational Emotive Therapy
Katherine Campbell has been working in the field of Gerontology for over 22 years. She was Assistant Director of Dana Home Care, Inc. in Boulder and currently works as the Community Resource Specialist for Boulder Senior Services. She has also coordinated the Peer Counseling for Senior volunteer program with the Mental Health Center of Boulder County for 9 years. She organized the first memory evaluation clinic in Boulder in 1996 and continues to coordinate the program. Her specialty lies in understanding and fulfilling the needs of both the elder and the caregiver. She has taught meditation to Naropa students since 1993, is a director for Shambhala Training and a member of the Board of Directors for Maitri Services at Naropa.
Betty Cannon, L.P.C.
M.A., University of Colorado,
Ph.D., Columbia Pacific University
Betty Cannon has been a tenured professor at Colorado School of Mines since 1978. She has been a practicing psychotherapist since 1977 and a former trainer at the Gestalt Institute of the Rockies. Dr. Cannon is a nationally known lecturer and workshop leader and is the author of Sartre and Psychoanalysis: An Existential challenge to Clinical Metaethic.

Michael Caplan, J.D., L.L.M.
Michael Caplan combines his knowledge of the legal system with his mediation, facilitation, and training skills. As a partner in the M. Caplan Company & as a Senior Associate of CDR Associates, he works with individuals, corporations, non-profits, and governmental agencies. Mr. Caplan is a member of the ADR section of the Boulder Bar Association, the International Association of Facilitators and the Colorado Council of Mediators and Mediator Organizations and is an NLP Practitioner. He is on the faculty of the University of Denver, University College, and Naropa University and teaches programs in communication, conflict resolution and facilitation. He has also studied, worked and lived in cooperative communities such as Esalen Institute, Feathered Pipe Ranch and Arcosanti.

Megan Carnarius,
L.P.N., Predectorian/University of Pennsylvania
Medical School,
R.N., Front Range Community College
Megan Carnarius has studied and practiced massage therapy and aromatherapy in the U.S. and Europe. She was the Alzheimer’s Unit manager at Manor Care in Boulder and vice president of Operations for the Westbridge Group in Boulder, a developer of long-term care facilities. She now develops and implements assisted living facilities for people with dementia.

Marvin Casper
B.A., City College of New York,
M.A., advanced graduate study, New York School for Social Research
Marvin formerly chaired the Contemplative Psychology Department. He has taught at Naropa for many years, and is the editor of two of Trungpa Rinpoche’s books: Cutting Through Spiritual Materialism and Myth of Freedom.

Eric Chapin
B.A., University of Texas,
M.A., The Naropa Institute
Eric Chapin has developed a strong background in working with the extremely mentally ill population over the last ten years. His employment includes the El Paso State Center Health Care Facility, Windhorse Households Treatment in Boulder and Windhorse Associates in Mass., where the focus of his work was on the long-term care and employee oversight for psychiatric outpatient services. His current project is his book titled The Seduction of Madness, continuing to be an integral part of his ongoing spiritual, psychological, and professional journey.

Jannell Chapin, M.T.B.C., L.P.C.
M.A., The Naropa Institute
Jannell Chapin has worked in the mental health field for 20 years. She has practiced as a music therapist in psychiatric and rehabilitation settings and has been employed at the Boulder County Mental Health Center as an outpatient therapist. During the last 15 years Jannell has specifically trained and worked in the field of contemplative psychotherapy with Edward Podvoll, MD and Jeffrey Fortuna. Currently she is employed with Windhorse Community Services and is a consultant for a contemplative based residential home for elders. Jannell has taught programs on multi-space awareness and contemplative psychotherapy in the U.S., Canada, and Vienna, Austria.

Daphne Chellos, L.P.C.
M.A., University of Colorado
Daphne Chellos is a psychotherapist, sex educator and certified massage therapist who has been in the health professions since 1974. She has developed and taught sexuality and ethics, psychology and communication courses and supervised counseling interns at the Boulder School of Massage Therapy since 1984. Ms. Chellos has been recognized as a pioneer in sexual ethics in the bodywork field and has published articles about the therapeutic relationship in the Massage Therapy Journal.

Lee Christopher
M.Ed., Tulane University,
M.F.A., The Naropa Institute
Lee Christopher teaches at Naropa University, Metropolitan State College of Denver, and Regis University. She is the executive editor of The New Censorship, a Denver-based literary journal. Lee has also been a technology fellow at Metropolitan State College of Denver. In addition, as a writer and peace activist, Lee works with the PeaceJam Foundation. Her latest work is a chapbook and CD of poetry and jazz with Bobbie Louise Hawkins and the Al Herman Quartet.

Carole L. Clements
B.A., Syracuse University,
M.A., The Naropa Institute
Carole Clements is a therapist and fiction writer. She is currently in private practice and a therapist with Alternatives to Family Violence, where she specializes in court-ordered group psychotherapy for women. Aside from her work in domestic violence, Carole has expertise in working with survivors of sexual assault. She is particularly interested in working with conflict and aggression in the group setting, and is exploring how fiction and psychology converge. Carole is working toward a M.F.A. in Writing and Poetics at Naropa University.
Steve Clorfeine
Steve Clorfeine has been writing, performing, and
directing theater pieces since 1975. His recent projects
include "Saying and Singing the Poets," with jazz
singer Jay Clayton; an ongoing theatrical collaboration
with actress Lanny Harrison; audio recordings and
spoken word performances with musician Steve Gorn;
and Journey in the Valley of the Gods, a collection of
personal journals from Nepal, to be published by
Station Hill Press. Steve teaches contemplative arts
workshops in the U.S. and Europe as well as theater,
poetry and storytelling residencies in public schools.

Bayard Cobb
B.A., Harvard University,
M.A., The Naropa Institute
Bayard Cobb has worked as a biologist at The Point
Reyes Bird Observatory. She later became a psychotherapist for Maithri Psychological Services, the
Boulder County Mental Health Center, and in private
practice. She served as resident Director of Shambhala
Training and Director of practice and study for Karma
Dzong in Boulder. She has been a teacher of Buddhist
and Shambhala dharma since 1979.

Ben Cohen
Ph.D., University of Delaware,
The Gestalt Institute of Cleveland's Post-Graduate
Training Program
Ben Cohen has taught and supervised graduate
students in Gestalt and general counseling skills.
Currently on staff at the Institute of Colorado and the
Gestalt Therapy Institute of Boulder, he also has pri-
ivate practices in Denver and Boulder. His interests
include body process, meditation and psychotherapy,
couples counseling, and group process.

Jack Colom
M.A., University of Colorado
Jack Colom has had work published in nearly 100
magazines and anthologies here and abroad. He is the
author of 16 books of poetry and is responsible for
three collections (with commentary) of writings by
children, and he co-authored a book, Poetry
Everywhere, about teaching poetry to children of all
ages. His collections of poetry include Little Grand
Island, Arguing With Something Plato Said, and 8-Ball.
Recently, he co-authored Polemics, an Autonomedia
book published in 1998. Colom has taught at Naropa
for almost a decade and has been awarded two NEA
Fellowships in Poetry.

Sharon Conlin, R.N.
B.S., University of Michigan,
M.A., University of Colorado
Sharon Conlin has been practicing psychotherapy for
the past 18 years. Prior to that she worked as a nurse
and taught nursing for 15 years. Her clinical expe-
rience includes 8 years with Boulder County Mental
Health, 4 years in Auckland, New Zealand and 9 years
private practice specializing in individual, couple, and
group psychotherapy.

Carol Crutchlow
B.A., Ohio University
Carol Crutchlow spent her formative years on the stage
with The Firehouse Theater Company, touring the U.S.
and Europe under the direction of Sidney Walker. She is
a founding member of the "Holy Cow! Theatre Co." in
collaboration with Maggie Donahghy, Marty Durach
and Tom Brown. Her most recent collaborative work has
been with Lee Worley at Naropa University.

Richard Dart
Richard Dart has been a student of the outdoors from
more than 20 years and has studied with noted lead-
ers in the field including Tom Brown, Jr., and Dr. James
Halfpenny. He teaches and lectures locally throughout
the Denver area; His teaching style incorporates the
spiritual with the practical.

John Davis
B.A., Wake Forest University,
M.A., Ph.D., University of Colorado
John Davis is a Professor at Metropolitan State College
of Denver, a teacher in the Ridwan School (a spiritual
work school under the direction of Nuhmid Al/Ab, H.
Almaas), and a wilderness guide in addition to his
teaching at Naropa. He has published on transpersonal
psychology, ecopsychology, wilderness rites of pas-
sage, and research methods.

Christine Denning
B.A., University of Dallas,
M.A., The Naropa Institute
Christine Denning is a counselor in private practice. She
studied at the Naropa Institute as well as trained with
Jim Fay and Foster Cline. She is an international consul-
tant on youth issues of suicide and violence prevention.
She works with children and parents, and adults and
teaches parenting classes. She also is a consultant for
private and community organizations, and schools on
working with children, teens, parents and families.

Laurie Doctor
B.A., Southern Methodist Institute
Laurie Doctor is a calligrapher and graphic designer.
She has studied Western and Eastern calligraphy with
Barbara Bash, Jenny Groat, Thomas Ingmire, Mark
Vanstone and Ed Young.

Maggie Donahghy
B.A., University of North Carolina
Maggie Donahghy graduated from The Neighborhood
Playhouse, NYC, and studied with Uta Hagen, Sandy
Melsner, Paul Curtis, and at The Open Theater. In the
U.S. and Canada, Maggie has performed on and off
Broadway in stock, films and on TV. In Colorado, she
appeared with The Shakespeare Festival. She is the
artistic director of Holy Cow! Theatre Company, and
teaches at Looks Agency and Naropa University.
Bill Douglas
M.M., Yale University
Bill Douglas is a bassoonist-pianist composer who has toured and recorded for thirty years with clarinetist Richard Stoltzman. As a jazz pianist, he has toured and recorded with vibraphonist Gary Burton and bassist Eddie Gomez. In 1994, SOCAN (the Canadian equivalent to ASCAP and BMI) presented him with their classical composer of the year award. His compositions have been performed by major orchestras and chamber groups around the world. Bill has been teaching at Naropa for twenty-two years. He has recorded six albums of his music on the Hearts of Space label; the latest title is Songs of Earth and Sky.

Ravi Dykema
Ravi Dykema was granted the title Yogiraj, or "yoga adept" by his teacher, Swami Gitandana, during his four-year tenure in the early '70s as a student and faculty member of Gitandana's Yoga Vedanta Institute of South India in Pondicherry. He has been teaching yoga classes and has had a private practice in yoga therapy for 17 years. He also publishes and edits Nenuri Magazine.

Sherry Elms
B.A., UCLA,
Teaching Certificate in Secondary Education,
California State University,
M.A. Candidate, Naropa University
Sherry Elms has been a student of the Ven. Chogyam Trungpa Rinpoche since the mid-seventies and has been teaching Shambhala Training, Buddhist philosophy and meditation for seventeen years throughout the United States and Europe. She was the Shambhala Resident Director at Rocky Mountain Shambhala Center and is currently the Dean of Students at Naropa Institute where she also serves on the faculty of the Transpersonal Counseling Psychology Department and the Environmental Studies Department. She is currently exploring the interrelationship between meditation practice and the wisdom born from experiences in the wilderness. 

Katherine Woodrich Emery
B.S., Northern Illinois University,
M.A., The Naropa Institute,
Gestalt Institute of Denver training
Katherine Emery is currently an adjunct faculty member for the B.A., Contemplative Psychology department as well as the M.A., Contemplative Psychotherapy program at Naropa University. She has had extensive experience working with others in private and public settings.

Mary Erickson
M.C.A.T., M.T.-BC, Hahnemann Institute
Mary Erickson is a music therapist in private practice in the Denver area. She directs the choir at St. Barnabas Episcopal Church in Denver. Mary formerly served as lead staff on the Colorado Developmental Disabilities Planning Council. She is an accomplished pianist and plays in a chamber music group in addition to teaching improvisational piano.

Roland Evans
M.A. Psychology, University of Edinburgh
Roland Evans is a Chartered Clinical Psychologist with the British Psychological Society, and has trained in group and organizational dynamics at the Tavistock Institute in London, as well as hypnotherapy with the London Society for Ericksonian Hypnotherapy Psychotherapy. He has practiced and taught psychotherapy in England and the United States since 1983. Roland is a senior adjunct faculty member at The Naropa Institute, and is currently developing an integrative approach to transpersonal psychotherapy incorporating presence, process work, and alternative states of awareness.

Sue Evans
B.A., Adams State College,
M.A., Counseling, Michigan State University,
CHIC: Clinical Herb Internship, Rocky Mountain Center for Botanical Studies
Sue Evans has studied and taught herbs and nutrition for over 7 years, she completed a clinical herbal internship program at The Center for Botanical Studies. She teaches classes in herbology and has a private practice. Sue is certified in Touch for Health, worked as a mental health counselor for 6 years and also has extensive experience in finance and accounting. She is currently the Vice President of Finance at Naropa University.

B.A., Smith College,
M.A., Columbia University,
M.A., Vermont College of Norwich University
Mimi Farrelly-Hansen is an art psychotherapist trained in evaluation and treatment of children and adults in clinical and private settings. Founder and former director of the Art Therapy program at Naropa, Mimi now combines part-time teaching and thesis work with art therapy and eco-psychology. Her paintings and sculptures are found in private collections in the U.S. and abroad.

Lynne Foote, M.A., L.P.C.
Lynne Foote is a licensed psychotherapist in private practice in Boulder working with adults, couples, and groups. She has a traditional training in Marriage and Family Therapy from the University of Colorado and extensive experience with Hakomi Therapy. Her work also draws from Jungian Theory, Buddhist mindfulness practice, Earth Rituals, and the creative process. Lynne has been an adjunct faculty member of Naropa since 1995.
Lorain Fox (Cree/Blackfoot)

Lorain Fox is a pipe carrier and Sundancer. She is the founder and Director of Rediscovery Four Corners, a non-profit program under the guidance of Native American Elders. For nine years she has directed the Rediscovery Wilderness Leadership Program, and currently directs Rediscovery Elders and youth projects at Pine Ridge Reservation, South Dakota. She is past Board Director of Rediscovery International, which guides international multicultural environmental programs for youth. Lorain was the recipient of the International Environmental Harmonious Planet Award, and is a member of the Advisory Council for the Environmental Studies Department at Naropa.

Duey Freeman, M.A., L.P.C.

Duey Freeman is currently in private practice and has been since 1982. This practice consists of working with adults, children, and families using a variety of modalities with the primary emphasis on experiential work. In addition to teaching at Naropa for three years, Duey has taught classes about working with children at a number of schools throughout Colorado. He has been a Principal of a school as well as a therapist at such schools and is currently the Director of the Gestalt Institute of the Rockies.

Mary Freund

M.A., The Naropa Institute

With experience in nursing and administration in long-term care, Mary Freund is currently the Director of Human Services for Boulder Good Samaritan, a continuing care retirement community.

Ethelyn Friend

B.A., The Naropa Institute,
M.F.A., Brandeis University

Ethelyn Friend has been working with acting and voice in traditional and non-traditional forms since childhood. She has performed roles in regional theater, musical theater, and opera and has taught acting and voice in a variety of settings, most recently as a voice coach for the Colorado Shakespeare Festival. Extensive work with the Roy Hart Theater of France in recent years has deepened her curiosity to continue exploring the light and dark corners of the human psyche through voice.

Jack Gipple

B.A., English, University of Montana,
M.A., The Naropa Institute

Jack Gipple is currently the Program Director of the Boulder Shelter for the Homeless. His clinical training includes the certification of Colorado Certified Addictions Counselor Level III. He has been a Tai Chi Ch’uan practitioner since 1985. In 1993, he was presented an award from the Alliance for the Mentally Ill for his extensive work with the mentally ill population.

Dena Gitterman

M.A., Indiana University

Dena Gitterman has worked as a teacher, counselor, and therapist since the late 70’s in schools, hospitals, and clinics. She has been an individual and group psychotherapist in private practice since 1987, combining body-centered therapy (including Hakomi), Gestalt, somatic experiencing and other approaches. Dena is also a student of Jewish mysticism/Kabbalah and works part-time for the Jewish Renewal Community of Boulder, where she has attained “Maggidah” status.

Elena Giulini

B.A., Georgetown University,
M.A., The Naropa Institute

Elena Giulini grew up in Germany. Elena is a Certified Practitioner of Body-Mind Centering®, holds a certificate as Body-Energy Practitioner, and integrates a variety of bodywork and movement modalities into her teaching and private practice. She lives with her daughter Mara in Lafayette, Colorado.

Kevin Gray

M.F.A., New York University

Kevin Gray is the founder of Playback Theatre West. A classically trained actor, Kevin has appeared Off-Broadway, and as Joel Reed on the soap opera “Loving.” He has been a guest star on The Perry Mason show, and in the television movie, “The Chase.” Now residing in Denver, Colorado, Kevin has performed with the Denver Center Theater Company, has taught improvisational theater at UC-D, and has appeared in many national and regional commercials. Kevin also works as a consultant with corporations, managers and executives.

Julie Greene

M.A., The Naropa Institute,
M.B.A., Harvard University

Julie Greene is a psychotherapist in private practice in Boulder, focusing on relationship issues and working through trauma. She has been a teacher since 1985 in the field of business management. Her work in the health care field includes collaborative quantitative research projects and client surveys. From 1994-1997 she facilitated personal growth and team-building sessions at Challenge Ropes Courses in outdoor settings. She is currently writing a book about privilege and classism in North American society.
Diana Guth  
M.A., The Naropa Institute  

Diana Guth is a Certified Hakomi Therapist, Naropa graduate in Transpersonal Psychology, and a Certified Massage Therapist. In her private practice she combines body-centered psychotherapy, Jungian psychology, art therapy, bodywork, and shamanism. Her focus with clients is to move through wounds and issues to transformational experience of one’s own essential nature and relationship to the earth.

Mark Haase  
B.A., The Naropa Institute,  
M.F.A., University of Colorado/Boulder  

Mark Haase is a dance artist/consultant for the Denver Public Schools. He has danced professionally with dance companies based in San Francisco, Minneapolis, and Salt Lake City in addition to local companies Speaking of Dance, Kim Robards Dance, Boulder Ballet Ensemble and as an Associate member of the Mariposa Collective. His creative work uses personal experience and abstract movement to provide an arena for social awareness and humanity.

Jacqueline B. Hairston  
B.A., Howard University,  
M.A., Columbia University,  
Training at the Juilliard School of Music  

Jacqueline Hairston is a former head of the music department at Merritt College, Oakland, CA. She is an internationally known composer and arranger of Gospel, jazz and Broadway show tunes. She has received a Certificate of Honor from the San Francisco Board of Supervisors for her work with youth and has been honored by the Sonneck Society as one of California’s Outstanding Four Women Composers.

Joan Halifax Ph.D.  

Joan Halifax is an anthropologist and Buddhist Teacher. She is a Dhammadhyeya in the Tripitaka Order of Thich Nhat Hanh and the author of several books including The Human Encounter With Death (with Stanislav Grof), Shamanic Voices, Shaman: The Wounded Healer, and The Fruitful Darkness. She has taught at Columbia University, University of Miami School of Medicine, The New School for Social Research, and The California Institute for Integral Studies. Joan has worked with indigenous peoples in the United States and Asia around environmental and health issues. She is the founder of the Upaya Foundation and the Project on Being and Dying.

Bob Hall  

Bob Hall began his drumming career with the irepo African Drum and Dance ensemble directed by Mr. Adetunji Oda. He has studied the indigenous rhythms of Senegal with the Master Drummer of that region. He currently co-directs the Temate Drum and Dance group with Tracy Kiteyda Vasquez and directs the nine-member African drum ensemble Kusogea Nobi. Bob is also the percussionist with World Report Band.

Carol Halpern  
B.A., Kansas State University  

Carol Halpern is a first level certified teacher with the Sogetsu School of Ikebana. Carol has studied Ikebana for twelve years. She studied with Chogyam Trungpa, Rinpoche and helped present Dharma Art shows across the US. She is chairperson of the Kalapa Ikebana School. She was one of the original teachers at The Vidya School, a contemplative elementary/middle school, where she taught Ikebana to children for seven years.

Susan Hamburger, Ph.D.  

Susan is a licensed marriage and family psychotherapist with a private practice in Boulder. She holds a Master Degree in Spiritual Psychology, another Master in Theology, and a Ph.D. in Health and Human Services. She speaks publicly and facilitates adolescent groups centered on the topics of grief, addiction, and recovery. Her clinical work is focused on integrating a family systems framework with emotional, mental, and spiritual healing.

Sarah Harding  
B.A., The Naropa Institute  

Sarah Harding has been a student of Buddhism for 25 years, practicing mainly under the great master Kalu Rinpoche. Translator of Creation and Completion, she completed the traditional 3-year retreat for lamas in 1980. She co-founded the Tibetan Language Seminar, a correspondence course in Tibetan Language. She is a faculty member of the Religious Studies Department of Naropa University.

Vincent Harding  
Ph.D., University of Chicago  

Vincent Harding is Professor of Religion and Social Transformation at Iliff School of Theology in Denver. Dr. Harding has had a long history of involvement in domestic and international movements for peace and justice, including the southern Black freedom struggle. He was the first director of the Martin Luther King Jr. Memorial Center in Atlanta and served as director and chairperson of the Institute of the Black World. He was senior academic consultant to the award-winning PBS television series, “Eyes on the Prize.” He has taught at Pendle Hill Study Center, Temple University, and Spellman College. Among his publications are The Other American Revolution, There is a River, Vol. I, and Hope and History.
Alan Hartway  
B.A., St. Joseph College,  
Graduate Studies, Catholic Theological Union,  
M.F.A., The Naropa Institute  

Alan Hartway has fourteen years of pastoral ministry and has been traveling and preaching extensively since 1993. He recently was a speaker at an international symposium on reconciliation in Caceres, Spain. He has taught outreach ethics for St. Mary of the Plains College in Dodge City, Kansas, and he has been working on mentorship models with candidates for religious life. He is completing a certification in shamanism and is a member of the Society of the Precious Blood, a Catholic society for apostolic life.

Ann Helm  
B.A., University of Texas  

Ann Helm attended the first Tibetan class ever offered at The Naropa Institute in 1976. Since then, she has studied at the Institute with Lama Ugyen Sherpen, Jules Levinson, and John Rockwell. She has been a member of the Nalanda Translation Committee since 1986. Currently, she is teaching Tibetan at Naropa, and studying with Dzigar Kongtrul, Rinpoche. She is also editing and translating with Khenpo Palden Sherab, Rinpoche and Khenpo Tsewang Dongyal, Rinpoche.

Steve Henne  
B.S., Penn State University,  
M.A., The Naropa Institute  

Steve Henne is a graduate of the M.A., Contemplative Psychotherapy program. His clinical work includes Boulder Community Homecare and working in various capacities for the Mental Health Center of Boulder County. Prior to this, he worked several years in West Africa in the Peace Corps and as an Environmental Engineer for the EPA in Washington, D.C. He is dedicated to helping clients achieve independence and fulfilling lifestyles and behaviors.

Michael Herrick, M.A.  

Michael Herrick is a certified therapist and trainer in the Hakomi Method of Psychotherapy. In addition to a degree in Psychology and Counseling his background includes training in Gestalt Therapy, Hypnotherapy, Crisis Intervention/Drug Counseling, and Massage Therapy. He teaches workshops and trainings throughout the United States, Ireland, England, and Australia while maintaining a private practice in Boulder, Colorado. His personal work and interests include dance/movement, group process, healing ritual and men’s issues. Introducing and sharing the “Spirit” of Hakomi with others is his joy, passion and privilege.

Susan Hess  
M.A., MFBC, The Naropa Institute  

Susan is the Music Therapy Student Advisor and serves as adjunct faculty. She continues to develop a Music Therapy Program with cancer patients at QualLife Wellness Community and maintains private practice and contract work in the Denver area. She is in advanced training in the Bonny Method of Guided Imagery and Music (GIM) is a performing musician and practices Siddha Yoga.

Rabbi Howard Hoffman  
B.A., Dartmouth College,  
M.A., Antioch-Putney Graduate School,  
Ph.D., University of Colorado  

Rabbi Hoffman teaches Judaic Studies at Naropa University. He has over 15 years experience as a psychodrama therapist and over 20 years experience teaching Torah, Kabbalah, Jewish History and Talmud. The Rabbi is a member of the Snowmass Conference for contemplative traditions, including the Biodynamic Association. He has also led spiritual wilderness retreats in the U.S. and in the Himalayas.

Gene Hooley  
B.A., University of Massachusetts (Dartmouth),  
M.Ed., Antioch University  

Gene Hooley has taught young children of all ages. She has also been a teacher, observer, and trainer, and has taught a variety of Early Childhood classes and workshops for adults. She has been the Assistant Director at Alaya Preschool, a contemplative preschool, which is part of Naropa University, and continues to serve on their Advisory Board.

Bob Howard  
B.A., University of Kansas  

Bob Howard trained with Alan Chadwick at the University of California, Santa Cruz. He is a member of many horticultural societies, including the Biodynamic Association, the Chadwick Society, and the American Rock Garden Society. He owns a landscape design and garden business in Boulder. He is the co-author, with Eric Skjei, of What Makes the Crops Rejoice.

Victoria Howard  
B.A., Barnard College of Columbia University,  
Ph.D. candidate, Union Institute  

Victoria Howard founded and directed Dana Home Care, a national, non-profit organization providing in-home care for frail seniors. She currently teaches in the Contemplative Psychology, Gerontology, Engaged Buddhism, and Transpersonal Psychology programs at the Institute. Ms. Howard has assisted in the development of a number of innovative senior care residences and consults for elder care agencies and facilities in the Denver-Metro area.

Gail Hoyt  
B.A., University of Colorado  

Gail Hoyt is a C.P.A. and President of Financial and Accounting Support Specialists, a consulting firm. She was also formerly the Director of Financial Services at Pinion Management, Inc., Denver.
Priscilla Inkpen  
B.A., Hope College,  
M.Div., Yale Divinity School,  
M.A., University of Colorado, Denver

Ms. Inkpen has worked as a pastor within the United Methodist and Baptist traditions, and worked as a campus minister with the United Ministries in Higher Education at CU-Boulder. Her diverse history and present interests span Women's Studies, Environmental Studies and Diversity Issues. She is the North American Coordinator for the International Alternatives to Consumerism; a Thailand based organization under Sulak Sivaraksa, which challenges overconsumption. She teaches Introduction to Contemplative Christianity at Naropa University.

Margot Iseman, L.P.C.  
B.A., S.U.N.Y.  
M.A., The Naropa Institute,  
Certification in Body/Mind Centering from Bonnie Bainbridge Cohn

Margot Iseman has performed with the Crystal Dance Company of Boulder and in the Colorado Dance Festival, and taught modern, jazz, and ballet at the Boulder Community Free School for six years. She is presently adjunct faculty at Naropa in InterArts, Somatic Psychology, and Early Childhood Education. In addition, she is a certified drug and alcohol counselor with a private practice in body centered psychotherapy.

Lisa Jarnot  
Lisa Jarnot is the author of Some Other Kinds of Mission, Sea Lyrics and Heliopolis. Her second full-length collection of poems, Ring of Fire is forthcoming from Zoland Books. She is also the co-editor of An Anthology of New (American) Poetry (Talisman House, 1998) and was the editor of the Poetry Project Newsletter from 1996-1998. She has taught classes in writing and literature at Brown University, Long Island University, Naropa University, The Poetry Project in New York City, and the University of Colorado in Boulder. She is currently writing a biography of the San Francisco poet Robert Duncan.

Jeff Jerzbek  
B.A., Syracuse University,  
M.A., University of Wisconsin

Jeff Jerzbek is president of Pinon Management Company, Inc., and is recognized statewide in Colorado for his dedication to high quality care, cost efficiency, and innovative programming for nursing homes and long-term care program management. Mr. Jerzbek led the implementation of the first comprehensive psychosocial long-term care model for the chronically mentally ill in Colorado. He is the majority owner of 18 Colorado and New Mexico nursing homes.

Giovanna Jobson  
M.A., The Naropa Institute

Giovanna Jobson has been a student of Chogyam Trungpa, Rinpoche, since 1972 and has been engaged in the study and practice of Buddhism for over 25 years. She is a meditation instructor, Shambhala Training Director and has taught meditation programs on a variety of subjects. In addition, she has lectured on the Tibetan Book of the Dead and other Tibetan Buddhist topics. She is supervising the M.A. Buddhist Colloquium.

Eric Johnson  
B.A., Colorado College

Eric Johnson is a horticulturalist and environmental activist. He studied at the Center for Agroecology and Sustainable Food Systems at the University of California, Santa Cruz, and is involved in composting and gardening education around the Front Range and beyond. He is employed as coordinator of garden-and-agriculture-related programs at Community Food Share, the food bank for Boulder County.

Robin Jones  
Robin Jones is currently the Director of Operations at the Nomad Theatre in Boulder. He moved here from Louisville, Kentucky last summer. There he received his M.F.A. in Theatre, with an emphasis in performance. While in Kentucky he also served as Artistic Director for the Louisville Repertory Company for whom he directed, among other plays, Glengarry Glen Ross and Mollere's Tartuffe.

Sudarshan Kapur  
Ph.D., University of Denver/liff School of Theology

Sudarshan Kapur is the director of the Gandhi-Imer King Center for the Study of Religion and Democratic Renewal. He holds a Ph.D. from the joint Ph.D. Program of the University of Denver and the Iliff School of Theology. He is the author of Raising Up a Prophet: The African American Encounter with Gandhi.

Brigitta Karels  
Diploma, University of Marburg, Germany  
M.A., The Naropa Institute, Boulder

Brigitta Karels received her Diploma in Pedagogik, which is a study that combines social work, psychology, and education. She also has a M.A. in Somatic Psychotherapy from Naropa University. A Certified Hakomi Therapist, she has worked with drug addicted youth, political refugees, the mentally ill, and hospice situations. She has been a practitioner of Buddhism and a student of Sakyong Mipham Rinpoche for nine years, and she is an authorized meditation instructor in the Karma Kagyu lineage. She has a private practice in body centered psychotherapy in Boulder, specializing in working with the effects of trauma.
William Karelis
B.A., Harvard College
Bill Karelis graduated magna cum laude from Harvard College. His training in meditation has derived from the Kagyu and Nyingma lineages of Tibetan Buddhism, from 1974 until the present. In 1996 he founded the Shambhala Prison Community, dedicated to providing educational services, chiefly meditation, to prison inmates and others in the prison community. Bill travels widely to present seminars on meditation, including Buddhist psychology, throughout the US, Latin America and Europe.

Lynne Katzmann
B.A., Tufts University
Ph.D., London School of Economics, Department of Health Economics
Lynne Katzmann specialization in the study of health policy and international health system models; is founder and President of Juniper Partners and has been involved with the long-term care industry since 1981. She has been employed in a variety of public sector positions and was responsible for the creation of a program and legislation for a statewide universal health plan for the State of Oregon. While employed with Metocare, Inc., a long-term care company, she oversaw nursing homes across the country, and developed the company’s managed care division.

Christina Kauffman
Ph.D., University of Colorado
A licensed psychologist and marriage and family therapist, Christina Kauffman has been a practicing psychotherapist for 20 years in California and Colorado. She maintains a private practice in Boulder, Colorado, where she sees adults, young adults, and couples in individual, relationship, and group therapies and facilitates The Mentoring Project, a specialized five-month program for achievement, self-esteem, and resource development. She is also involved in ongoing research at the University of Colorado in self-esteem issues for graduate women in science, engineering, and business.

Marybeth Keigher
M.A., The Naropa Institute
Marybeth Keigher has been a student of the Shambhala and Tibetan Buddhist traditions since 1971. Since 1985, she has practiced psychotherapy and taught as an adjunct faculty member at Naropa with a focus on addiction and psychosis. She is a licensed acupuncturist as well as a practitioner of plant spirit medicine and therapeutic touch.

Joe Klein
M.A., The Naropa Institute
Joe Klein is a graduate of the M.A., Contemplative Psychotherapy program and is currently a child/family therapist with the Elementary Day Treatment Program of Boulder County. He has also worked in various other capacities with the Boulder County Mental Health Center, as well as other mental health agencies in the Boulder area.

Bob Koechlin
B.A., Colgate University
M.P.S. with distinction, Art Therapy, Pratt Institute
Bob Koechlin is a Licensed Professional Counselor and current president of The Art Therapy Association of Colorado. He is employed at The Center for Creative Arts Therapy where he works with a variety of adult populations. In addition, Bob is an active painter and has exhibited his work in the Denver area.

Art Lande
B.A., Williams College
Art Lande is an internationally known pianist, composer, and teacher. He has recorded several albums on ECM with Mark Isham, and two solo albums, Melissa Spins Away and Hardball, which was nominated for a Grammy Award. His children's albums on Windham Hill are unique in their warmth, humor and craft. Lande has performed throughout the world with Jan Garbarek, Paul McCandless, Gary Peacock, John Abercrombie, Bobby Hutcherson, Joe Henderson, and others. He is well known for his innovative approaches to teaching piano, improvisation and ear training.

I Made Lasmanaw
Indonesian College of the Arts
I Made Lasmanaw was born in the village of Baturiti in Bali, Indonesia. Strongly influenced by his family and involved in the arts since childhood, he entered Kokar (Conservatory Karawitan) and continued his studies at Academy of Indonesian Traditional Music (ASKI) in Central Java. In 1983 he received his degree and became a full-time instructor at ASKI. Lasmanaw has traveled throughout the world teaching and performing with his wife Yuni Lasmanaw. In the U.S. he has taught at San Diego State University and Colorado College and currently leads the Denver-based Gamelan Tunas Mekar.

Jack Lavino
B.A., Brown University
M.A., Northern Arizona University
Internationally Certified Alcohol and Drug Abuse Counselor
Jack Lavino is fascinated by the interrelationship among addictive behaviors, attachment and bonding disruptions between parents and children, childhood trauma, and dissociative behaviors. He is currently writing a book on the contribution of attachment disorders to the development of addictive behaviors. He has twenty-two years of experience counseling in a variety of settings, including private practice, outpatient treatment centers, corporations, and county government, and currently works with families, couples, children, and individuals in his private psychotherapy practice, Addiction and Attachment Counseling and Educational Services in Boulder.
Adwoa Lemieux
M.A., The Naropa Institute
Adwoa Lemieux has been practicing Contact Improvisation since 1981. She has deepened her practice through incorporating her life as a teacher, dance therapist, performer and mother. She is currently exploring CI with those who have suffered abuse through touch, creating a safe environment in which to explore varying levels of being touched. She teaches in an elementary school working with conflict resolution using movement and physical contact. She has taught CI at Naropa for the past ten years as as well as serving as a regular guest artist through the School of Continuing Education and at the University of Colorado/Boulder, University of Utah, and the West Coast Contact Improvisation Festival. She continues to teach privately in groups or with individuals to explore the depth of this dance form.

Eleni Levidi
Hunter College, CUNY
Eleni Levidi has extensive postgraduate training in Authentic Movement. Her mental health practice experience of twenty years in Greece and the United States has focused on integrating a soulful and spirited approach with rigorous clinical standards. For over five of these years, she has worked as a professional dance movement therapist in a multitude of settings, and with diverse populations. Eleni is currently in private practice, specializing in offering Authentic Movement in adult psychotherapy. She teaches Authentic Movement, individually and in small groups, locally and in England and Greece. She also offers consultation services and dance movement therapy services for the elderly and adults with developmental disabilities.

Darlene Lorrain
B.A., The Naropa Institute
A Master teacher at Alaya Preschool, Naropa's Lab School, Darlene Lorrain has been developing and teaching innovative children's programs for the past 19 years. She has also been adjunct faculty in Naropa’s Early Childhood Education Department from its inception and currently trains ECE Interns. As an ECE specialist, she is recognized for her creative approach in meeting and guiding the energetic needs of young children.

Til Luchau
Til Luchau is a faculty member and Coordinator of the Rolf Institute's foundations of Somatic Practice program, and the originator of Skillful Touch Bodywork. A Somatic psychotherapist, he has a strong background in numerous modalities, including Process Work, Hakomi, and Gestalt.

Jared Madsen
B.F.A., Buena Vista University,
M.F.A., University of Georgia
Jared Madsen holds a Certificate of Completion from the National Shakespeare Conservatory, and has studied acting and directing at Stella Adler's Academy and the Herbert Berghoff Studios, all in New York City. After traveling and performing around the Midwest and eastern United States in such theaters as the 44th Street Theater, New York City, the Jekyll & Hyde Club, New York City, the Center Theater, Chicago, the Highlands Playhouse, North Carolina, and the Scioto Society, Ohio. Jared has come back home to Colorado and is currently teaching and performing professionally in Denver. His plans, in-the-works, included establishing a local independent film and entertainment company.

Bernie Marek
M.F.A., University of Wisconsin
Bernie Marek studied at the Edinburgh College of Art, Scotland and trained in Gestalt and expressive therapies at the Perlin Institute, Italy. He has held the position of instructor of art at the Kalamazoo Institute of Art, and Colorado Women's College. Bernie has worked as an art therapist in numerous psychiatric settings. He is founder and director of Art for Life Studio; a learning environment committed to a contemplative approach to bridging art making and everyday life. He is a practicing artist and musician.

Suzanne Marie, M.A.
Suzanne Marie has practiced in the field of bodywork and psychology since 1987. She is the founder and co-director of Integrative Body Psychotherapy of Boulder as well as a course consultant for Regis College. She is currently on the teaching staff for IBP of Boulder and is adjunct teaching faculty for the B.A. Contemplative and Somatic Psychology Departments, and an intern supervisor for the Somatic Psychology Department at Naropa.

Brigitte Mars
American Herbalist Guild
Brigitte Mars is an herbalist and nutritional consultant who has been working with Natural Medicine for 30 years. She teaches Herbolology through The Rocky Mountain Center for Botanical Studies, The Boulder College of Massage Therapy and Naropa University. Brigitte has a weekly Boulder radio show called "Naturally" and is the formulator for the UniTea Herbs. She is a professional member of The American Herbalist Guild. Brigitte is the author of Herbs for Healthy Hair, Skin and Nails, the CD ROM, Herbal Pharmacy and the books by Storey, Natural First Aid and Dandelion Medicine.
Judith Marshall
B.A. Psychology, University of Massachusetts,
M.A. Transpersonal Counseling Psychology,
Naropa University

Judith has trained extensively in body centered psychotherapy and is a psychotherapist in private practice in the Boulder area. She also works part-time as a women's counselor at the Boulder County Safehouse. Judith has been active in raising the community's awareness of the issues facing abused and battered women. She is currently working as an internship coordinator at Naropa University's Transpersonal Counseling Psychology department.

Laura Marshall, B.A., M.H.

Laura Marshall is a painter, photographer, illustrator and scholar of world culture. She began her formal art training at the Maryland University College of Art and then in Italy at the Studio Simi and l'Accademia di Belle Arte in Florence, Italy in 1970. In 1983, Laura earned a Master of Humanities degree at UC Denver. In addition to her ongoing painting and illustration work, Laura is co-host and producer of Musica Mundi on KGNU, Boulder County Public Radio.

Gina Martin-Smith
B.A., University of Denver,
M.A., The Naropa Institute

Gina Martin-Smith has worked in private practice, at The Mental Health Center in Boulder, and at Naropa University. In advising, admissions and teaching, for ten years. At this time she is concentrating on teaching dreamwork, the Exploring Dream series, both at Naropa University and through classes to the general public. Her classes emphasize group work, exploring the relationships between collective, as well as individual expressions of consciousness and unconsciousness, using dream states, fantasy, day to day experiences, active imagination, and actualization, the creative power of consciousness in our lives, art forms and rituals.

Novuyo Masakhane

Novuyo Masakhane was raised in the African American sacred and secular dance tradition. Her style is eclectic with a background in Congolese, Afro-Caribbean, modern, and dance therapy. She attended Naropa for dance therapy in 1995. Her study and work for the past 20 years has been in sacred dance and ritual traditions of the African Diaspora. Some of her teachers include: Margaruite Baker, Katherine Dunham, Malonga Casquelourd, Chuck Davis, Baba Richard Gonzales, and Iya Oni Oshun. In 1990 Novuyo co-founded the Moyo Cultural Arts Center in Denver, where she served as the Artistic Director for seven years. In 1997, she received an award from the American Film Institute to direct her first film, "Crossroads." Novuyo teaches for the Colorado Dance Festival and the Cleo Parker Dance School and has a private healing practice, "Ten Moons Consulting." She is the proud mother of three vivacious sons.

Fleet Maull
M.A., Naropa University,
Ph.D., Candidate, California Coast University

Fleet Maull has been doing prison work for the last 14 years, mainly in the areas of hospice, literacy, and Dharma. He is the founder and director of the National Prison Hospice Association. He is also the founder and executive director of the Prison Dharma Network, a non-sectarian support group for Buddhist prisoners and prison volunteers. He is an ordained Zen Peacemaker Priest and practitioner of Tibetan Buddhism. He has written extensively on hospice and prison Dharma issues for many of the important journals and publications. Fleet has also been interviewed extensively in print, radio, and television media and was a panelist at the Year 2000 Conference on World Affairs.

Nancy Maxson

Nancy Maxson is a Colorado native, has been a life-long student of the world's religious traditions. Her travels throughout Europe, India, China, and Japan have guided her personal interests in religious diversity and helped shape her current doctoral work at the University of Denver on strategies for life-affirming responses to religious plurality in America.

Carolyn Mayfield

Carolyn Mayfield is a certified Laban/Bartenieff Movement Analyst, Expressive Art Facilitator and Movement Educator in private practice in the Denver/Boulder area. She is a professional modern dancer, co-directing, choreographing and performing with her dance company - Open Door Dance Theatre - and also performing with the Hannah Kahn Dance Company and Haan Dances. She has lived in Boulder since 1994.

Loretta McGrath
B.A., The Naropa Institute,
M.A., Vermont College of Norwich University

Over the last five years, Loretta McGrath has been an adjunct faculty member in the Foundation Year, B.A. Psychology, and Environmental Studies departments. Loretta has practiced Shiatsu since 1986 and is a certified massage therapist with a private shiatsu practice in Boulder. During the summer, Loretta explores her fascination of the language/landscape relationship through her flower gardening business, Gardening Arts.
B.A., Colorado College,
M.A., The Naropa Institute
Nicol McGough is a registered member of the American Academy of Dance Therapists and a licensed professional counselor. She has been involved in the wellness and mental health care delivery system for more than 12 years, working with a multitude of different populations. An expressive arts therapist, Nicol uses movement, various art media, adventure therapy, music and sand tray work to facilitate client actualization and the healing process. Nicol is a part-time faculty member at Naropa, works as a course director and staff trainer for the Colorado Outward Bound school, and is an Adventure/Wilderness Therapy consultant.

Bob Medlock
B.S., University of Wyoming,
M.S.M., Regis University
Bob Medlock is an environmental consultant, a professional coach and facilitates Group Leadership Training. He holds a bachelor's degree in biology and a master's degree in management. His consulting business concentrates on remediation of impacted ground water at mining sites, while his coaching and training career focuses on helping people realize personal mastery, move toward more sustainable behavior, and develop effective interpersonal group leadership skills. Bob is an adjunct faculty member at Naropa University and teaches environmental leadership in the Environmental Studies department.

Mukara Meredith
M.S.W., West Virginia University
Mukara Meredith is a certified Hakomi Therapist as well as a Trager Psychophysical Integration practitioner and teacher. Mukara is also a Buddhist practitioner and integrates somatic and spiritual psychology in her private practice and group work.

Jan Foster Miller
B.S., Ohio State University,
M.A., The Naropa Institute
Jan Foster Miller is a graduate of the M.A., Contemplative Psychotherapy program and has been in private practice in Littleton for the last several years. Prior to that, she worked at Hospice of St. John, Windhorse Treatment Team, Boulder County's Mental Health Center and Dept. of Social Services. Jan also has a solid background in massage therapy.

Fred Miles
A.B., Doane College,
J.D., University of Denver
Fred Miles is the founder and president of a nationally recognized law firm in Denver specializing in health care law. He is the author of Creative Health Services: A Model for Group Nursing Practice, and numerous articles on health care published in The Colorado Lawyer and Provider Magazine.

Stephanie Mines
Ph.D., Union Institute
Stephanie Mines is the author of Sexual Abuse/Sacred Wound: Transforming Deep Trauma, The Dreaming Child: How Children Can Help Themselves Recover from Illness and Injury, and Two Births. She is founder and director of The TARA Approach for the Resolution of Shock and Trauma, an international training program to educate healthcare providers to detect and treat shock and trauma effectively. Stephanie has a particular commitment to serve survivors of sexual abuse and domestic violence, children, and people with AIDS. She writes in a broad spectrum of forms, including screenplays, poetry, and essays, on ending the lineage of shock and trauma.

Kekuni Minton
M.B.A., Maharishi International University,
Ph.D., Union Institute
Kekuni Minton is an instructor of Hakomi integrative somatics. He is also a certified Hakomi therapist and a certified Integrative Body Psychotherapist (Rosenberg-Rand Institute). Dr. Minton has been in private practice as a psychotherapist for six years. His background includes 10 years meditating at Purusha, a vedic monastery.

Cynthia Moku
Cynthia Moku studied at University of New Mexico, Eastern New Mexico University, San Francisco Academy of Art. Cynthia founded the Visual Arts program at The Institute. In 1973 she became a student of Kyabje Kiku, Rinpoche and began the art of thangka painting. Her work appears in Buddhist publications, private collections, and at Buddhist monuments in the United States and India.

Kathleen E. Moore
B.A., Antioch University,
M.Ed., Harvard University
Kathleen Moore is a licensed professional counselor in the State of Colorado. She has held a variety of clinical and clinical administrative positions at: McLean Hospital, Boston; St. Anthony's Hospital, Denver; Big Sisters of Colorado; Boulder County Jailhouse; and with a managed care corporation. She maintains an active practice in which she integrates the brilliance of both Western and Eastern traditions.

Rennie Moran, R.N., L.P.C.
M.A., The Naropa Institute
Rennie Morgan has been a certified teacher of the Diamond Approach for ten years. She teaches the Diamond Approach locally and also in New York, Canada, and Germany. Rennie also maintains a private practice of psychotherapy in Boulder.
Kenneth R. Morgareidge, Ph.D.
Kenneth R. Morgareidge has a B.A. in Chemistry and a Ph.D. in Physiology and has published several papers on comparative physiology. He has taught human science courses for over 25 years and is a founding faculty member of BCMT, where he has taught all phases of human structure and biology, including Anatomy, Physiology, Kinesiology, Neuroanatomy and Neurophysiology. He was the 1993 recipient of the Jeromie Perlinski Teacher of the Year Award, AMTA Council of Schools.

Linda Morrell
B.A., Colorado State University
Linda Morrell has studied yoga for 13 years. Currently, she studies and team-teaches with Yogi Raj Ravi Dykema at his Boulder, Colorado studio.

Gary Mueller
Ph.D., Lafayette University
Gary Mueller has been the director of the Gestalt Therapy Institute of Boulder since 1985. He has served on the faculty and board of the Gestalt group of Michigan and Ontario and was the founder of Orenda, Association for Holistic Health in 1978. He is a psychotherapist, homeopath, educator, and group leader who has been committed to meditation practice for 31 years and body/mind therapy for 25 years.

Joshua Mulder
Joshua Mulder attended California Institute of the Arts and did graduate study at the University of Colorado. He studied visual dharma with Chögyam Trungpa, Rinpoche; thangka painting with Sherab Palden Beru and Tenzin Rongee; mandala construction with Tenga, Rinpoche; and sculpture with Chagdud Tulku, Rinpoche. He is the Art Director for the Great Stupa of Dharmakaya, which is under construction at the Rocky Mountain Dharma Center. Specialist, she is recognized for her creative approach in meeting and guiding the energetic needs of young children.

Lara Newton, M.A., L.P.C.
Lara Newton is a Diplomate Jungian analyst and Licensed Professional Counselor in private practice in Denver. She has studied Jungian psychology since 1974, a study including intensive academic work and long-term personal analysis. She studied in Zurich and with the Inter-Regional Society of Jungian Analysts, and holds M.A. degrees in Psychology and English literature. Lara is President of the C.G. Jung Society of Colorado, and teaches with the C.G. Jung Institute in Denver, offering training to prospective Jungian analysts. She also teaches classes in fairy tales and dream interpretation.

Paul Oertel
B.A., University of California, Berkley,
M.F.A., New York University School of the Arts
Paul Oertel moved to Boulder in 1975 as a founding member and principal performer of The Nancy Spanier Dance Theatre of Colorado, performing and teaching nationally and internationally for the past twenty-five years. He has taught at Naropa University since 1974 and is a Jin Shin Jyutsu practitioner.

Akilah Oliver
B.A., New College of California,
Graduate studies at Hunter College, City University of New York
Akilah Oliver served as artist-in-residence at Beyond Baroque Literary Arts Center in California where she taught courses in poetry and approaches to multicultural performance. She is one of the founders of the Los Angeles based performance collective, "The Sacred Naked Nature Girls." Her first poetry collection, the she said dialogues: flesh memory (Smokeproof Press/Erudite Fangs, 1993) has been honored by the PEN American Center's "Open Book" program (April, 2000). She has received writing grants from the Rockefeller Foundation (1984), the California Council of the Arts (1986-1989), and the Flintridge Foundation (1996).

Nadine Ornborg
M.A., The Naropa Institute
Nadine is a graduate of Naropa's Transpersonal Counseling Psychology program and has been professionally involved in working with people in a variety of settings for over 20 years. As a psychotherapist and body-worker, she has a long time interest in integrating somatic and transpersonal elements into her psychotherapy work. In addition to her private practice here in Boulder, she teaches at local massage schools, has assisted in creating and staffing human potential training and wilderness quests, and most recently has completed advanced training in EMDR.

Brad O'Sullivan
M.F.A., The Naropa Institute
Brad O'Sullivan is a writer and letterpress printer. He began teaching letterpress printing at Naropa University in 1996. His most recent book, Pointing at the Direction of Sound, was published by Rodent Press, 1996.

Grace Foster Pollard
B.A., California State University,
M.A., The Naropa Institute,
ISST, Zurich, Switzerland
Grace Foster Pollard is a licensed professional counselor with a private practice in Boulder. She is a certified sandplay therapist as well as a founding member of the Colorado Sandplay Association and its current president. Grace has been studying and practicing Buddhism for 20 years, which led her inspiring a conference in 1998 on how Buddhism influenced the development of sandplay therapy. The conference offered periods of meditation, presentations, discussions and the contemplative arts. Her clinical work integrates Buddhist holistic philosophy and Jungian thought by using sandplay, dream work, and other expressive arts.
Reesa Porter  
M.A., L.P.C., University of Southern Florida  
Reesa Porter is a psychotherapist with over twenty years' experience in the mental health field. Her seventeen years of private practice have consisted of therapy with individuals, couples, groups, and supervision. She has enjoyed teaching and inspiring students at the graduate level for ten years. She brings her humor, delight with her work and practical knowledge to the classroom. She has been a student of the Ridhwana School for the last ten years.

Nancy Portnoy  
M.A., The Naropa Institute  
Nancy Portnoy has conducted a private psychotherapy practice in Boulder for the past eight years. Ms. Portnay has received certification from the Lonnie School (a body-centered therapy) and from the Gestalt Institute of Denver. She has worked on the Boulder County Hospice team with terminally ill patients and their families.

George Ramsey, L.P.C.  
M.A., The Naropa Institute  
George Ramsey has worked in the fields of physical and psychological health since 1972. He has been a therapist and intern supervisor for the Geriatric Team of the Mental Health Center of Boulder County since 1987 and an Adjunct Faculty member at Naropa for several years. He became a student of the Vidyadhara Chogyam Trungpa, Rinpoche in 1974 and is a meditation instructor as well as an instructor of hatha yoga.

Cara Reeser  
B.A., Sarah Lawrence College,  
M.F.A., New York University  
Cara Reeser has performed in work by Maxine Morrison, Ralph Lemon, Deborah Jowitt and Claire Maxwell. She studied under master Pilates teacher Kathleen Stanford Grant and is a certified Pilates instructor. In Colorado, Cara began teaching Pilates, contemporary dance technique, composition, and improvisation. In 1994 Cara created Still Moving Ensemble for which she is Artistic Director. She has received grants from The Boulder Arts Commission and The Colorado Council for the Arts for her work with Still Moving Ensemble and The Mariposa Collective (with whom she currently works). Cara teaches at The Colorado Dance Festival and the Dance Theater Festival in Greece. She lectures and teaches workshops year round.

Max Regan  
M.F.A. The Naropa Institute  
Max Regan is a poet, playwright, performer and teacher. Her most recent books are Faithless and All's Faire. She is the Administrative Director of the Summer Writing Program.

Rev. Foy Richey  
Rev. Foy Richey is a Disciples of Christ clergy, and director of Pastoral Care and Education, Colorado Mental Health Institute at Fort Logan, Denver, where he serves as on-site supervisors of C.P.E interns. Rev. Richey is the president of Rocky Mountain Pastoral Care and Training Associates, an Association for Clinical Pastoral Education supervisor, a fellow in the College of Chaplains, a member of the American Association of Mental Health Clergy, and a diplomate of the College of Pastoral Supervisors and Psychotherapists.

Claire T. Rile  
M.S., State University of New York  
Claire Riley has a degree in psychiatric nursing and has worked in the field of health care and health education for 25 years. She is a mediator and coach for the Mediation Training at CDR and is a Patient Representative at Boulder Community Hospital.

Elizabeth Roberts  
Ed.D., Harvard University  
Elizabeth Roberts is a writer, teacher, and co-director of the Institute for Deep Ecology Education. She lectures internationally on the personal and cultural implications of the global environmental crisis. She has created educational programs in population education, women in development and urban sustainability. A student of Thich Nat Hain, she is editor of Earth Prayers.

JoAnn Robinson  
Ph.D., Cornell University  
JoAnn Robinson is an Associate Professor of Pediatrics and Psychiatry at the University of Colorado Health Sciences Center. Currently, her research focuses on programs that support parent-child relationships and children's early emotional development.

Diane Rudine  
B.A., Colorado University,  
M.A., University of Northern Colorado,  
M.A., The Naropa Institute  
Diane Rudine is working on a doctorate dissertation at the Institute of Colorado in counseling and guidance. She specializes in communication and language, having studied the work of Dr. Milton Ericson for the past seven years. She has worked for the Boulder Mental Health Center and maintains a private practice.

David Rutenstein  
B.A., The Naropa Institute  
David Rutenstein is a life long percussionist, with over 25 years of professional playing and teaching experience. He has developed his teaching method, Drumming the Pulse of Life, from years of experience with clients, people with disabilities, students, and personal reflection. He has presented his method at National Music Therapy Conferences and at many conferences in Boulder.
Diane Wyler Rumpf, L.P.C.
B.A., M.A., Portland State University.
M.A., The Naropa Institute
In addition to her degree in Contemplative Psychotherapy, Diane Wyler Rumpf has studied at the Family Institute and has completed a four-year professional training program in Core Energetics. Diane teaches at Naropa and is a psychotherapist in private practice in Boulder.

Valerie Sanford
Valerie Sanford a student and practitioner of the Shambhala and Buddhist traditions since 1973, has taught Shambhala and Buddhadharma in the United States and Canada. She attended Ohio University, Universidad de los Americas in Cholula, Mexico, and The Naropa Institute.

Bill Scheffel
B.A., San Francisco State,
M.F.A., The Naropa Institute
Bill Scheffel has taught Shambhala Training for 17 years. He writes poetry, paints, and teaches creative writing in the Boulder community.

Jeffery Amos Scott
M.A., University of New Mexico,
Ph.D., Candidate, University of California at Berkeley
Jeffrey Amos Scott is currently writing a dissertation on a 1960s student movement which addressed issues of institutional racism and spiritual redemption for his Ph.D. In ethnic studies from the University of California at Berkeley. He has taught courses on African American history, 1860s African American protest movements, and freedom struggles in historical perspective at CU Boulder, The University of Massachusetts Boston, and Oregon State University.

Julie Seko
B.A., Occidental College
Julie Seko studied letterpress printing at the Woman's Graphic Center in Los Angeles. She helped set up Naropa's Harry Smith Print Shop and has been teaching printing in the Print Shop since 1994. She also teaches printing and related book arts through the Book Arts League and the University of Colorado Continuing Education department.

Alexandra Mackay Shenpen, L.P.C., R.E.A.T.
B.A., The Naropa Institute,
M.A., Lesley College,
Ph.D., Union Institute
Alexandra Shenpen has been teaching contemplative psychology, meditation, space awareness or "maatri" practice, and expressive arts in healing since 1987 at Naropa. She is a licensed psychotherapist and registered expressive arts therapist, active in private practice, agency work and as a supervisor in a clinical setting. She balances her psychological work with the practice and teaching of Ikebana/kado (the way of flowers).

Ivy Sigel
Psy. D., California School of Professional Psychology
Ivy Sigel is currently employed at Denver Children's Home where she specializes in individual and family therapy with emotionally disturbed children. Ivy has worked actively with a variety of populations in the mental health field for the past 8 years.

Laura Simms
Laura Simms is an internationally renowned storyteller and performance artist. Her stories range from traditional fairy tale, myth, epic and folklore from all over the world to tales from contemporary true life. Her major performance works have included The Seven Princesses, Women and Wild Animals, and Persephone Ascending. She has studied with contemporary theater artists, Martha Graham, Margaret Meade, Joseph Campbell, The Roy Hart Voice Theater, Native American and Maori Storytellers, and Chögyam Trungpa Rinpoche.

Sulak Sivaraksa
Sulak Sivaraksa is a well-known human rights advocate and social critic. He is the author of numerous books including Seeds of Peace. He was nominated for the Nobel Peace prize by the Dalai Lama in 1994, and received the Right Livelihood Award in 1995.

Susan Skjel
M.S., American University
Susan Skjel was a trainer and organizational consultant for Hewlett-Packard for seven years. She has been a Shambhala Training director since 1978, co-directed the Maatri Space Awareness program in 1984, and is currently providing organizational consulting services for a variety of organizations in the Denver metro area.

Holly Smith
M.A., University of Colorado
Holly Smith presently supervises the Boulder County Sexual Abuse Team. She has worked on the team for the last 10 years and in addition has a private practice treating adult survivors of incest and sexual abuse. Ms. Smith has written on “sibling incest”, and is publishing an article on Sexual Abuse Allegation Amidst Divorce and Custody Proceedings.

Judith Sperl
B.A., Clark University,
M.S.W., New York University
Judith Sperl's clinical work includes extensive experience as a Psychiatric Social Worker with the Boulder County Mental Health Center. She has also held the position of Team Leader with the Community Infant Project. The clinical populations/issues she has worked with include borderline, sexual abuse, mental retardation, pre-school age through adult.
Lou Stenger
M.A., Texas Women's University
M.A., The Naropa Institute,
M.S., The American University
Lou Stenger facilitates workshops in Job Search, Networking, and Career Decision-Making, and coaches individuals and groups in career transition. In addition to her coaching practice, she is also Affiliate Faculty in the School for Professional Studies at Regis University in Denver.

John Stocke
John Stocke is a professor of astronomy at the University of Colorado at Boulder, where he has been on the staff since 1985. John’s research is in the area of observational cosmology, in the course of which he uses various radio and optical telescopes around the world as well as X-ray satellite observatories and the Hubble Space Telescope (HST). He is part of a team at CU building a new spectrographic instrument to be placed aboard HST in 2003. For the past 30 years John has studied various contemplative practices and is currently involved with facilitating workshops in Holotropic Breathwork, as developed by Dr. Stanislav Grof.

Julian Stollmeyer
M.A., The Naropa Institute
Julian Stollmeyer is a therapist at Friendship House, a residential treatment home for severely disturbed adults. He has also worked on private therapeutic teams employing the Windhorse model of treatment developed by Dr. Edward Podvoll. He has been an adjunct faculty member at Naropa since 1987.

Victoria Story
B.S.W., California State University, Long Beach,
M.S., University of Southern California
Victoria has practiced psychotherapy for 26 years in agencies and private settings. She has worked with adults, adolescents, children, seniors, gays, lesbians, co-dependents, families and addicts. She has directed a Training Institute and an Inpatient Addictions facility. Victoria is a certified Gestalt Psychotherapist and has received extensive neo-Reichian training. Her psychotherapeutic passions include group work, bodywork, confrontation and humor. Presently she is senior faculty at the Gestalt Institute of the Rockies.

L.S. Summer
M.A., The Naropa Institute
L.S. Summer is a 1995 graduate of the Sanskrit concentration of the M.A. Buddhist studies program at Naropa and has been a co-teacher of Mudra Space Awareness with Lee Worley since 1996. Undergraduate studies include world religions, Asian studies and world dance and theatre traditions. Currently, Summer is continuing her study of Sanskrit with the American Sanskrit Institute, and will be publishing a book for elementary school readers on the culture of the Sherpas.

Jed Scott Swift, M.A.
Jed Swift is an adjunct faculty member at Prescott College in Arizona. The courses he teaches include Ecopsychology, Transpersonal Psychology in the Wilderness, Deep Ecology, and Wilderness Rites of Passage. He is also the co-director of the Colorado Institute for a Sustainable Future, a non-profit educational organization which offers training programs for professionals and students that cross-fertilize spiritual practice with social action. In addition, Jed is a wilderness rites of passage guide with Earth Rites, Inc. of Denver.

Lisa Sydow
M.A., L.P.C., The Naropa Institute
Lisa Sydow is a psychotherapist in private practice in Boulder. She also works for Boulder Mental Health Center as a child and family therapist. She incorporates family systems theory, hypnosis, solution-focused therapy and process oriented psychology into her work. Lisa teaches Solution Focused Brief Psychotherapy.

Sharron Szabo
B.A., Oberlin Conservatory of Music,
M.A., Case Western Reserve University,
M.A., The Naropa Institute
Sharron Szabo is a music educator with 20 years experience and teacher of higher education in the disciplines of library science, music education and world religions.

Bill Tara
For twenty years, Bill Tara’s work has been focused in two areas: the relationship between physical and emotional well being and the link between individual health and environmental stability. This inquiry is inspired by the Taoist teachings of Oriental medicine and tribal approaches to healing from around the world.

Bruce Tift
B.A., Swarthmore College,
LMFT, M.A., The Naropa Institute
Bruce Tift has been in private practice since 1979 and has taught at The Naropa Institute since 1982. He is a licensed Marriage and Family Therapist and a Clinical Member of the American Association for Marriage and Family Therapy. He has been a student of Tibetan Buddhism since 1975 and has worked extensively integrating the views and skilful means of Buddhism with Western psychotherapy.
Beverly Title, Ph.D.

Beverly Title is a national consultant in violence prevention and the President of Teaching Peace, a not-for-profit agency. With 25 years of experience in public schools, she taught at every level from kindergarten through graduate school. She designed and implemented numerous alternative school programs and developed the NO-BULLYING Program. She co-authored *Victim or Hero: Writing Your Own Life Story*, a workbook that guides adolescents to find their own voice. Dr. Title has done extensive work in partnership and founded the Longmont Community Justice Partnership. This project uses a restorative justice model for alternative sentencing of persons who have committed crimes or school rules violations which make them at-risk of school expulsion. Dr. Title co-authored a training manual for creating safe schools entitled *Civility Rules*.

John Torres

M.A., University of Colorado

John Torres is currently Executive Director of Golden West Senior Residence in Boulder and a member of C.A.H.S.A., A.S.A., A.I.F.A., and The Colorado Gerontological Society. He has also served as Executive Director of the Colorado Association of Homes and Services (C.A.H.S.A.).

Lisa Trank, C.T.A.T.

B.S.S., Northwestern University

M.F.A., Naropa University

Lisa Trank is a certified teacher of the Alexander Technique, trained at the American Center for the Alexander Technique in New York City. She is a prose writer with fifteen years experience as an actor and singer. She has been published in the Paterson Review, Mungo vs. Ranger, Bombay Gin, and Persephonic and was most recently a 1998/99 Rocky Mountain Women’s Institute Associate.

Harrison Xinshi Tu, B.S., B.A., M.A.

Harrison Tu grew up in Shanghai, China. In 1975 he began his formal training in classical Chinese calligraphy with Master Huvenshwài. He is currently President of the Rocky Mountain Chinese Calligraphy Association and editor in chief of the Chinese American Post newspaper. He is a prolific calligrapher whose award winning work is exhibited widely throughout China, Southeast Asia and North America.

Rabbi Mordecai Tversky

D.Div., Yeshiva M’Kor Chaim in Brooklyn

Rabbi Mordecai Tversky is a rabbi and Dean of Talmudic Research Institute, which was founded by his father. He was born and raised in Denver. Upon the passing of his father, he returned to the rabbinate and assumed the directorship of T.R.I. The rabbinical heritage of the Tverskys is traced back to Biblical times. In addition, the Tversky rabbis are a lineage of the Hassidic heritage from the Rabbi Israel Baal Shemtov, the 17th century founder of Hassidic thought. The Rabbi is a faculty member of the Religious Studies Department, Judac Studies.

Helena Cooper Unger

B.A., Sheffield College of Education, England,

M.A., The Naropa Institute

Helena Cooper Unger is in private practice in Boulder. She has worked for the Department of Social Services, specializing in physical, emotional, and sexual abuse. In addition to psychotherapy with individuals, couples, and children, her practice includes mediation, arbitration, and custody evaluations. In which she has extensive training. She is currently president of the Boulder Interdisciplinary Committee on Child Custody Issues.

Robert Unger

M.S.W., Hunter College,

Ph.D., University of Colorado

Robert Unger is in private practice specializing in group psychotherapy. He is on the faculty of the Colorado Center for Modern Psychoanalytic Studies, the Center for the Advancement of Group Studies in New York, and is a founder of the Colorado Center for the Advancement of Group Studies. Robert has a special interest in working with conflict and aggression in the group setting.

Mindy Upton

B.S., State University of New York.

Graduate work at: Hunter College, Rudolf Steiner College, CA; Sunbridge College, Rudolf Steiner Institute NY, Spatial Dynamics Study/Bothmer Gymnastics NY

Mindy Upton studied intensively with Betty Meredith Jones, one of the foremost teachers of Rudolf Laban’s movement theory, in Wales, England; taught preschool/Kindergarten since 1972: owner/teacher of Blue Sky Kindergarten, Boulder, CO; student of Chogyam Trungpa, Rinoche since 1974.

Mike Vargas

Composer/multi-instrumentalist Mike Vargas has been playing the piano for almost 40 years. He has been composing and performing music since the early 1970s and has spent the last 20 years working not only in the field of music, but also in theater, film, visual and performance art and community/contemplative settings. Mike has created over 60 modern dance scores, many of which have been presented nationally, in Mexico and Europe. He has worked in Indonesia, New York City, Washington, DC and Colorado and is teaching at the University of Colorado and Naropa.

Tracy Kiteya Vasquez

Tracy Kiteya Vasquez has been studying African Dance for 19 years in Colorado, New York, France and the Ivory Coast, where she lived and studied with Guiriolivos National Dance Company. She has had the honor of studying the dances of Senegal, Guinea, the Ivory Coast, Ghana, Benin, Nigeria, the Congo, Haiti, Brazil and Cuba, all with people indigenous to each country. She teaches and performs throughout Colorado and was the principal dancer and Director with Temanté, a multiscalar, multigenerational African Drum and Dance Ensemble from 1990 to 1997.
Clarke Warren
Clarke Warren has studied Far Eastern philosophy, religious studies, and Tibetan language at the University of Colorado and Naropa University. He has practiced Tibetan Buddhism for the last 26 years and travels widely, teaching meditation and topics in Tibetan Buddhism for meditation centers. Clarke has been an adjunct faculty member at Naropa since its inception in 1974, and for the last three years he has directed Naropa’s Study Abroad Program in Nepal. He is a director of Friends of Srumang, an aid program in Eastern Tibet, and is a member of the Nalanda Translation Committee.

Philip Weber
M.D., University of Washington
Philip Weber served as a medical consultant with the Berkeley Community Clinic, the East Bay Health Alliance, and clinics in Oakland, California. He has taught preventive medicine at the University of Colorado Student Health Service, is studying Tibetan medicine with Dr. Yasho Donden, and has practiced in family medicine in Boulder.

Larry Welsh
B.A., M.A., The Naropa Institute
Larry Welsh has been working with others psychotherapeutically for the last 12 years. He did post-graduate training at the Colorado Institute for Marriage and the Family. He worked for Boulder County Mental Health Center for ten years as well as Maitri Psychological Services, working with the chronically mentally ill, adults, families, couples and children. He went on to earn a Bachelor's in oriental medicine and now has a private practice in health and healing, integrating his psychotherapeutic work with traditional oriental medicine. His hands-on work with others includes the bodywork of zero balancing. He is presently completing his doctoral work in oriental medicine and teaches T'ai-chi Ch'uan at his school in Golden, Colorado.

David Wheeler
M.A. in Musicology (Japanese Music History and Theory), Tokyo National University of Fine Arts and Music.
Since 1982, David has been performing, teaching, lecturing and writing about the shakuhachi, Japanese music, Japanese Music History and Theory, both in Japan and around the world. He is highly respected by his Japanese peers for his mastery of the classical solo shakuhachi, his ensemble work with Japanese string instruments and for a repertoire that extends from the traditional to the avant-garde. As visiting professor at the University of Colorado, he co-organized and produced the World Shakuhachi Festival 1998, the largest such gathering in the history of Japanese music.

Gerry Shishin Wick, Sensei
B.A., Pomona College,
Ph.D., University of California, Berkeley
Shishin Wick is the dharma successor of Taizan Maezumi Roshi. He was ordained as a Zen priest in 1979. He has been studying Zen for over 30 years and teaching for over 15 years. He is currently the spiritual director and president of The Great Mountain Zen Center in Boulder, CO. His Ph.D. is in Physics and he has worked as a professor, journalist and software developer. Shishin Wick is a faculty member of the Religious Studies Department.

Hiromi Onishi Wiener, Sensei
M.A., University of Colorado
Hiromi Wiener studied Chado (the Way of Tea) and Ikebana while growing up in Kyoto, Japan. She studied the Urasenke School of Tea with the past Soya Kanazawa Sensei, a Gyotei, and has been teaching Chado since 1983. She studied Ikebana with Chiyoho Yamamoto Sensei, one of the most renowned teachers in the Misho-Nakayama-Bunpo School. She holds teaching certificates for both Chado and Ikebana.

Karen Wilding
B.A., University of Rochester,
M.S.W., University of Denver
Karen Wilding is a L.C.S.W. (Licensed Clinical Social Worker) in the Boulder area. She is currently Director of Counseling at September School, an alternative high school, and President of the Board of the Boulder County AIDS Project. Ms. Wilding also has a private practice.

Leland Williams
B.A., University of Colorado/Boulder,
M.F.A., Naropa University,
M.S., University of Colorado/Boulder
Leland Williams is a ghostwriter, her first book being Placement Art: A Beginner's Guide to Feng Shui. She is currently working on a second book about Plant Spirit Medicine. She enjoys teaching Writer's Craft, feeling that it is a class that offers keys to unlocking writing skills and possibly a heart connection to the insights writing brings.
Lucien Wulsin
A.B., Harvard University,
L.D.D., University of Virginia
Lucien Wulsin is the founder of the Gerontology program at Naropa and served as Chair of the Gerontology Department from 1996-1998. He is a former President and C.E.O. of Baldwin United Corporation, Chair of the Board of Trustees of the University of Denver, Chair of The Colorado Council on the Arts, and a Director of National Public Radio. He served as the Chair of the Board of Trustees of Naropa from 1986-1994, and continues as a trustee. He is currently a member of the Mariposa Dance Collective and is on the Advisory Board of The Colorado Collaboration on End-of-Life Care.

Jessica Zeller
Jessica Zeller enjoys exploring the thresholds where the worlds of art and therapy, psychology and spirituality, illusion and reality meet. As an educator, performer, ceremonialist and rites of passage guide, she integrates the expressive arts, transpersonal psychology, Earth-based spirituality and teachings from the paths of Yoga and Sufism into her work. She utilizes storytelling, sound, movement and improvisation as ways to assist people in opening to spontaneous imagination, creativity, community, ceremony and the inner and outer wilderness. Jessica has been guiding Vision Quests and other wilderness based experiences for 9 years in the Southwestern United States.

Laurajane Zimmer-Reed
B.F.A., M.A., L.P.C., Massachusetts College of Art,
M.A., The Naropa Institute
Laurajane Zimmer-Reed is a Licensed Psychotherapist for the state of Colorado and a Contract Therapist with Family Extension Service, a foster family agency working with individual children, foster families, and biological families. She is an adjunct faculty member at Naropa, an artist, and psychotherapist who incorporates art therapy into her private practice.

Chris Zorn
B.A., Appalachian State University,
M.M., University of Colorado
Chris Zorn is a percussionist and guitarist. He holds a master's degree in Ethnomusicology, where his primary areas of research have been the musical traditions from Zimbabwe, Haiti, Cuba and Ghana. He specializes in the Xylophone, Marimba and Mbira traditions from Africa and other cultures from around the world, including those of Zimbabwe, Mozambique, Malawi, Ghana, and Uganda. He regularly performs the music of non-Western cultures from steel pans to drums to marimbas and is known for enthusiastic and innovative approaches to teaching this music to Western students. He is the founder of Tobatana Cooperative, where he regularly teaches classes in non-Western music. He is also co-director of Ukama Marimba and director of Mahororo, world music ensembles in Boulder.

FACULTY WITHOUT CURRENT BIOGRAPHIES:
Jim Barausky
Judith Buchanan
Roland Evans
David Johnston
Katie Caat
Dan Matsch
Bob Medlock
Chuck Patterson
Gerry Ronning
Bill Sell
John Stocke
Beverly Title
Tim Varner
Pat Walsh
Mark Wilding
Tom Wildham
Bob Wing
Jim Zarka
NAROPA UNIVERSITY ADMINISTRATION

Office of the President
John Whitehouse Cobb
President
B.A., Harvard College
J.D., Columbia University

Mark D. Wilding
Director of Advancement
B.S., State University of New York at Syracuse

Mary Ann McCarty
Assistant to the President

Kevin Causey
Director of Development
B.A., University of Southern California

Office of Enrollment Management
Colleen Seltz
Vice President for Enrollment Management
B.A., University of Minnesota
M.B.A., University of Colorado

Susan Boyle
Director of Admissions & Recruitment
B.A., St. Lawrence University
M.A., University of Colorado

Donna McIntyre
Assistant Director of Admissions
B.A., University of Wyoming
M.A., The Naropa Institute

Lisa Trank
Director of Communications
B.S.S, Northwestern University
M.F.A., The Naropa Institute

Monika Z. Edgar
Assistant Director for Art & Advertising
Office of Communications
B.A., Vincennes University
M.A., Connecticut State University
Assoc. In Graphic Design study, Colorado Institute of Art

Cheryl Barbour
Director of Financial Aid
B.A., State University of New York at Buffalo
M.A., Syracuse University

Nancy Morrell
Assistant Director of Financial Aid
B.A., State University of New York at Potsdam
M.F.A., The Naropa Institute

Brian Van Way
Director of Distance Education
B.A., University of Colorado
M.A., St. John's College

Office of Academic Affairs
Peter J. Hurst
Vice President for Academic Affairs
B.A., University of Colorado
M.A., Ph.D., University of Michigan

David Stillwell
Director of Academic Affairs
B.A., Bethany College
M.F.A., The Naropa Institute

Betsy Gaums
Administrative Assistant for Academic Affairs
B.A., Pennsylvania State University
B.A., The Naropa Institute

Edward J. Rutkowski
Library Co-Director
B.A., M.I.L.S., University of Michigan

Leslie McKnight Rutkowski
Library Co-Director
B.A., M.I.L.S., University of Michigan

David Ortolano
Director, Performing Arts Center
B.A., The Naropa Institute

Vicki Vaughn
Registrar

Angie Waszkiewicz
Undergraduate Advisor
B.A., University of Missouri

Peter Volz
Coordinator, Study Abroad
B.A., University of California

Office of Business and Finance
Susan G. Evans
Vice President for Business and Finance
B.A., Adams State College
M.B.A., University of Colorado

Gary Matthews
Comptroller & Director of Finance
B.A., Rider University
Graduate study, Regis University

James Little
Director of Facilities
B.A., M.A., Oklahoma State University

Robert Clayton
Bursar

Harvey J. Nichols
Director, Information Systems
Office of Student Affairs
Sherry Elms
Dean of Students
B.A., University of California at Los Angeles
M.A., Candidate, The Naropa Institute

Katya Sweeney
Assistant Dean of Students
B.A., M.A., The Naropa Institute

Kathleen Rimar
International Student Advisor
& Director of Career Services
B.A., Daemen College
M.A., University of Notre Dame
J.D., State University of New York-Buffalo

NAROPA UNIVERSITY
BOARD OF TRUSTEES
Venerable Sakyong Mipham, Rinpoche
Naropa Lineage Holder
Halifax, Nova Scotia, Canada

John Bennett
Aspen, Colorado

Dr. Ronald Billingsley, Vice-Chairman
Boulder, Colorado

Mary Estill Buchanan
Boulder, Colorado

Juliet B. Carpenter
Boulder, Colorado

John Whitehouse Cobb, President
Boulder, Colorado

Jeffrey Cohn, Secretary
Boulder, Colorado

Nancy Edison, Vice-Chairman
Boulder, Colorado

Peter Goldfarb
New York, New York

Steve Grad
Boulder, Colorado

Alexander Halpern
Boulder, Colorado

Christopher Hormel
Bliss, Idaho

Martin W. Janowitz, Chairman
Halifax, Nova Scotia, Canada

William D. Jones
Peeks Island, Maine

Lynne S. Katzmann
Broomfield, New Jersey

Pamela Kraney
Sausalito, California

Karen Levin, Ex Officio
Halifax, Nova Scotia, Canada

Charles G. Lief
Yonkers, New York

Judith L. Lief
Yonkers, New York

Mariella Mathia, Student Trustee
Boulder, Colorado

Mark Miller, Faculty Trustee
Boulder, Colorado

Mark B. Ryan
Pueblo, Mexico

Agathe Steinhilber
Boulder, Colorado

Archie R. Thalacker
New York, New York

Lucien Wulsin
Boulder, Colorado