2001/2002 ACADEMIC CALENDAR

Fall Semester 2001
New Student Orientation & Registration ......................................................... August 19 – 24
First Day for Returning Students to Pay Tuition ............................................. 20
First Day of Classes ......................................................................................... 27
First Day for All Students to Verify Financial Aid ............................................. 27
First Day for All Students to pick up Cash Exchange checks ............................. 28
Convocation ...................................................................................................... 30
Labor Day Holiday (no classes, offices closed) .................................................. September 3
Last Day to Drop Courses without Financial or Academic Penalty ................. 5
Last Day to Add Courses (Exception: Workshops) ............................................. 5
Last Day for All Students to Pay Tuition & Fees ............................................... 10
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 .............................................................. 5
Community Practice Day (no classes, offices closed) ....................................... 16
Required Spring Preregistration for All Returning Students ............................ November 12 – 16
Last Day to Preregister without Losing Priority Status ..................................... 16
Thanksgiving Holiday (no classes, offices closed) ........................................... 22 – 23
Last Day of Classes ......................................................................................... December 11
Make-up Days ................................................................................................. December 12 – 13
Grades Due .................................................................................................... 17

There is no Fall Commencement Ceremony

Spring Semester 2002
First Day for Returning Students to Pay Tuition ............................................. January 7
New Student Orientation and Registration .................................................... 7-11
First Day of Classes ....................................................................................... 14
First Day for All Students to Verify Financial Aid ........................................... 14
First Day for New Students to Pick Up Cash Exchange Checks ....................... 15
Martin Luther King Holiday (no classes, offices closed) .................................. 21
Last Day to Drop Courses without Financial or Academic Penalty ............... 23
Last Day to Add Courses (Exception: Workshops) .......................................... 23
Last Day for All Students to Pay Tuition & Fees ............................................. February 7
Last Day to Apply for Graduation .................................................................. 8
Shambhala Day (no classes, offices closed) ...................................................... 13
Last Day to Withdraw from Courses ............................................................. 21
Deadline to Apply for Preferred Financial Aid for Fall .................................. March 1
Community Practice Day (no classes, offices closed) ..................................... 5
Spring Break ................................................................................................. 25-29
Fall & Summer Preregistration for All Returning Students ............................ April 15-19
Last Day to Preregister without Losing Priority Status ................................... 19
Last Day of Classes ....................................................................................... May 7
Make-up Days ............................................................................................... 8-9
Commencement ............................................................................................. 11
Grades Due .................................................................................................... 13

Summer Semester 2002
Academic Summer Session ............................................................................ May 28 - July 22
All Summer Grades Due ................................................................................ July 29
First Day for Returning Students to Pay Tuition ........................................... 21
## TABLE OF CONTENTS

A1ademic Calendar ........................................... Inside Front Cover
Table of Contents .............................................. 2
Aademic Degree Programs ..................................... 3
Message from the President .................................... 4
Naropa Mission Statement ..................................... 5
About the University .......................................... 9
Accreditation ................................................. 9
Campus and Student Life ..................................... 9
Faculty ....................................................... 9
Contemplative Education .................................... 9
The Beginning of the University ......................... 10
Campus Visits ............................................... 10
Non-Discriminatory Policy ................................ 10
Admissions at Naropa ......................................... 11
Graduate School Admissions ............................... 15
International Student Admissions ....................... 18
Alternative Ways of Attending Naropa .................... 20
Tuition and Fees ............................................ 21
Paying the Bill .............................................. 22
Financial Aid ................................................. 25
Graduate Students .......................................... 26
Institutional Scholarships ................................ 25
Undergraduate Students .................................. 28
Other Financial Resources ................................. 27
International Student Financial Aid ..................... 29
Satisfactory Academic Progress ......................... 31
Refunds ...................................................... 32
Student Life .................................................. 33
Disability Support Services ............................... 33
Student Affairs ............................................. 33
Housing ....................................................... 33
Counseling .................................................... 35
Contemplative Practice ................................... 35
Career Services ............................................. 35
Computer Centers ......................................... 36
Library ........................................................ 36
Student Responsibility ..................................... 37
Aademic information ......................................... 38
Academic Year .............................................. 38
Course Registration ......................................... 38
Full vs. Part-Time Status .................................. 41
Grading ....................................................... 42
Undergraduate Study ...................................... 44
Bachelor of Arts Degree Requirements ............... 44
Graduate Study ............................................. 44
Graduation Requirements ................................ 45
Leaves of Absence and Withdrawals ................... 45
Maintaining Records ....................................... 47
Family Educational Rights and Privacy Act of 1974 .. 48
Naropa College Core ........................................ 49
Open The Door .............................................. 50
Undergraduate Degrees ................................... 61
BA Contemplative Psychology ............................ 62
BA Early Childhood Education ............................ 66
Minor: Contemplative Education ....................... 67
BA Environmental Studies ................................ 68
Areas of Concentration: Anthropology, Ecology, Horticulture, American Indian Studies, Sustainable Built Environment, Ecopsychology ................................. 68
BA InterArts Studies ....................................... 71
Theater Studies ............................................ 72
Dance/Movement Studies ................................ 72
Music ....................................................... 75
Dance Therapy .............................................. 74
BA Interdisciplinary Studies ............................. 77
BA Religious Studies ........................................ 78
BA Traditional Eastern Arts ............................... 80
BA Visual Arts .............................................. 84
BA Writing and Literature ............................... 85
Graduate Degree Programs ............................... 89
MA Buddhist Studies ..................................... 90
Tibetan or Sanskrit Language ........................... 91
Contemplative Religion .................................. 91
Engaged Buddhism ....................................... 92
MA Master of Divinity .................................. 93
MA Contemplative Education ............................ 95
MA Environmental Leadership ......................... 97
MA Gerontology ........................................... 101
MA Psychology ............................................. 102
Contemplative Psychotherapy ......................... 104
MA Somatic Psychology ................................ 108
Body Psychotherapy ..................................... 108
Dance/Movement Therapy ............................... 109
MA Transpersonal Counseling Psychology ............ 111
Counseling .................................................. 112
Art Therapy ............................................... 112
Music Therapy ........................................... 113
MA Transpersonal Psychology ......................... 115
MFA Writing and Poetics ................................ 116
Summer Writing Program ............................... 120
Naropa Oakland ............................................ 122
MLA Creation Spirituality ................................ 123
Creation Spirituality Courses ......................... 125
Oakland Faculty .......................................... 137
Certificates of Graduate Study ......................... 144
General Information ................................... 144
Ecopsychology ............................................. 145
Gerontology ............................................... 146
Long-Term Care Management .......................... 146
Somatic Psychology ..................................... 147
Special Programs .......................................... 148
International Education ................................. 149
School of Continuing Education ..................... 151
Naropa On-Line Programs ............................... 152
Academic Courses ......................................... 156
General Course Information ......................... 156
Anthropology (ANT) ..................................... 156
Art ......................................................... 156
Dance and Movement Studies (DAN) .................. 163
Early Childhood Education (ECE) ..................... 164
Ecology (ECO) ............................................. 166
Education, Contemplative (EDS) ...................... 166
Environmental Studies (ENV) ......................... 168
Horticulture (HOR) ....................................... 172
InterArts Studies (IAR) ................................ 173
Gerontology (GER, LTC) ............................... 174
Music (MUS) .............................................. 176
American Indian Studies (NAM) ....................... 178
Naropa College Core (NCC) ............................ 178
Psychology ................................................. 183
BA Contemplative Psychology (PSYB) ............... 183
MA Contemplative Psychotherapy (PSYC) ............ 189
Somatic Psychology (PSYS) ........................... 192
Transpersonal Counseling Psychology (PSYT) ....... 197
Religion (REL) ............................................. 207
Sustainable Built Environment ....................... 213
Theater (THR) ............................................. 214
Traditional Eastern Arts (TRA) ....................... 216
Writing and Poetics (WR) .............................. 219
Faculty ................................................... 220
Ranked Faculty ........................................... 224
Adjunct Faculty .......................................... 227
Naropa University Administration .................... 255
Naropa University Board of Trustees ................. 256
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
- Somatic Psychology
- Transpersonal & Humanistic Psychology
- Early Childhood Education
- Environmental Studies
  - American Indian Studies
  - Anthropology
  - Ecology
  - Horticulture
  - Sustainable Built Environment
- InterArts
  - Dance/Movement Studies
  - Dance Therapy
  - Music
  - Theater
- Interdisciplinary Studies
- Religious Studies
- Traditional Eastern Arts
- Visual Arts
- Writing and Literature

with minors in:

- American Indian Studies
- Anthropology
- Contemplative Education
- Contemplative Psychology
- Dance/Movement Studies
- Early Childhood Education
- Ecology
- Ecopsychology
- Horticulture
- Music
- 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
- Psychology: Contemplative Psychotherapy
- Gerontology
- Somatic Psychology
- Body Psychotherapy
- Dance/Movement Therapy
- Transpersonal Counseling Psychology
- Art Therapy
- Counseling Psychology
- Music Therapy

MASTER OF DIVINITY

MASTER OF FINE ARTS

- Writing and Poetics
- Poetry
- Prose

MASTER OF LIBERAL ARTS

- Creation Spirituality

GRADUATE CERTIFICATES

- Ecopsychology
- Gerontology
- Somatic Psychology
We are fortunate to be able to offer you the lively and rich curriculum displayed in this catalog. This year, we continue to expand “The Naropa Core,” a core curriculum for Naropa’s undergraduate students, which 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.

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 our communication with our natural world and society; to provoke and sharpen our intellect, develop our sense perceptions, and to nurture our 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

6. 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. Faculty have been inspired to develop contemporary awareness disciplines with 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 are gained not in isolation or purely out of the classroom environment. Rather, they are 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 makeup 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 expression, 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 prajnas 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 precise 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, minding 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 heritage, 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 management 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 on 3.7 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 four graduate departments (Somatic Psychology, Contemplative Psychotherapy, Gerontology) and the School of Continuing Education. A branch campus is located in Oakland, California, where the Master of Liberal Arts degree in Creation Spirituality is located. Approximately 900 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.

Faculty
The university is fortunate to be led by a community of faculty dedicated to teaching, learning, and the mission of the school. They are distinguished by their involvement in the professional or artistic application and extension of their disciplines beyond the academic community. The faculty's wide-ranging and recognized professional experience contributes a sense of immediacy and relevancy to the classroom. In addition to the core faculty, almost 200 adjunct or part-time faculty teach at the university.

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's 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 wholeheartedly. 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, Chogyam Trungpa, Rinpoche, was a lineage holder of both the Kagyü 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 p.m. at the Arapahoe Campus and 3:30 p.m. at the Paramita Campus on Monday, Wednesday and Friday, 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) 835-4827, 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 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 suggested deadline, please call the Admissions Office. All new and transfer students may apply for either the fall or spring semester.

The Suggested Deadlines:
• February 15 for fall semester admission
• October 15 for spring semester admission

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 bachelor’s 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. Pass, credit and satisfactory grades are not accepted unless the transcript states it is equal to a “C” or that the course was offered for pass/fail only. A minimum of 30 technical or vocational credits will be accepted.

No physical education credits will be accepted unless they resemble courses offered at Naropa. Naropa does not award transfer credit for remedial courses taken in college.

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 (NCC101W) before beginning independent work on the portfolio. A personal interview is required. Applicants 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 1 to reserve a space in the program. This deposit may not be deferred to another semester and is only 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 BA department except Environmental Studies, Interdisciplinary Studies, Traditional Eastern Arts, and Writing and Literature. The program enables students to intensively study subjects 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. No financial aid is available.

CHANGING YOUR MAJOR OR PROGRAM
Declaring Your Major (moving from Naropa College 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 BA 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 BA Major to Another
Students who wish to change from one BA 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 BA Program
Students who wish to change from a certificate to a BA 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 BA to a Certificate Program
Students who wish to change from a BA 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 to pay another $250 deposit as well as a $30 fee to transfer their non-degree visiting student Naropa credits into their degree program.
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
All 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.

Suggested Deadline Dates
- February 1 for summer semester admission
- MFA, contemplative education and transpersonal psychology (pending NCA approval)
- February 1 for fall semester admission
- November 1 for spring semester admission (MFA and gerontology only)

The MLA in creative spirituality in Oakland, Calif., admits students for both fall and spring semesters. Please contact the Admissions Office in Oakland for more details: (510) 835-0564, ext. 19.

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 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:
Graduate Admission Requirements by Degree Program

MA, 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.

MA, Contemplative Education
There are no specific course prerequisites, however prior teaching experience is essential. Students will either need to work or volunteer in the teaching field throughout the program. Formal meditation, as well as a variety of mindfulness/awareness activities is highly recommended, but not required. A supplemental application and telephone or in-person interview are also required.

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

MDiv, Master of Divinity
There are no specific course prerequisites, however one of the three required letters of recommendation must be completed by someone who is an acquaintance from a community of faith context (meditation instructor, spiritual advisor, minister, rabbi, etc.). A supplemental application and in-person interview are also required.

MA, Environmental Leadership
There are no specific course prerequisites, however undergraduate coursework in natural/senior sciences, anthropology and U.S. government are strongly recommended. A supplemental application and in-person interview are required.

MA, Gerontology
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.

MA, Psychology: Contemplative Psychotherapy
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.

MA, Somatic Psychology
The dance/movement therapy and the body psychotherapy MA 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 daylong group movement interview. Group interviews are normally held in March, April and May. Applicants' admissions file 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, tap, folk dance, ethnic dance, yoga, t'ai-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.
MA, Transpersonal Psychology
(pending NCA approval)

This MA degree is offered as a low-residency program with the majority of the work being conducted on-line throughout the academic year. Applicants must meet the basic requirements for admissions to Naropa University as well as the following:

1. Supplemental Application
2. Proven basic internet navigation skills and completion of the technical requirements checklist (found in the fact sheet)
3. Excellent writing skills
4. Demonstrated capacity for self-direction
5. Demonstrated capacity to join into and contribute to an interactive learning community that functions most of the time at a distance.
6. Completion of prerequisite coursework (still being developed)

MA, 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 psychology (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.
4. Availability to attend one of three or four in-person interview weekends.

Music Therapy Concentration
Applicants must meet the criteria for the MA 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 the history of Western music.
4. Two supplemental applications.

MFA, Writing and Poetics
In addition to the standard application process, MFA admission requirements include:

1. A strong background in literature
2. Fifteen 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 MFA supplemental essay

Tuition Deposit
Once a student is accepted, a non-refundable, non-transferable deposit of $250 must be paid by April 15 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 withdrawal. 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 55 international students representing 20 countries.

The application process for international students
includes these 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 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 students.

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.

3. The Admissions Office receives the following informa-
tion 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 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
defined as nine credits per fall and spring semester
for graduate-level students, and 12 credits per semes-
ter 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.

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
(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 whoever will be providing
support and/or a letter from a government or
private foundation which is providing support
stating the amount of aid. Forms are available in
the Admissions Office. For the academic year of
2001/2002, international students must show
proof of $26,000 and for 2002/03 they must
show proof of $27,500.

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 (509) 882-6601 to locate the nearest TOEFL center. Applicants should request that scores be sent directly to Naropa University (school code: 3342).
ALTERNATIVE WAYS OF ATTENDING NAROPA

1. Visiting Student Program
This program is for graduate and undergraduates who would like to spend a semester or year at Naropa as a full-time student. 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 only.

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 Registrar's Office. Written permission must be gained from the department head and not all courses are open to this program. Courses are on a space-available basis only.

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) 245-4900 or (800) 603-3117 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-certificate 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 psychology, 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.

5. Naropa Online Internet Campus
Through Naropa Online we offer a variety of courses and low residency degree programs from the heart of our curriculum translated for interactive delivery over the Internet by experienced Naropa faculty. Our online dynamic learning communities utilize the latest available technology to allow students to proceed through the course material with minimum of technological needs. Students interact with other students and the instructor through message boards, a journal feature, chatrooms, a document sharing page and more. The login to the private password protected web pages to access printed lecture, audio and video lectures, message boards and online discussion areas. The classes are not self-paced and students progress through material with the instructor and other student throughout the traditional semester dates. Three-credit graduate and undergraduate classes are available. Students should expect to spend between six and ten hours a week during the semester to complete each class.

Please visit the online campus at www.ecampus.naropa.edu for more details. To contact us, email registrar@ecampus.naropa.edu or call (303) 245-4703. Naropa is located in Boulder, Colorado, the U.S. toll free at (800) 772-6951.
Tuition and Fees

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

<table>
<thead>
<tr>
<th>Tuition Schedule</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Credit</td>
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</tr>
<tr>
<td>Graduate Credit</td>
<td>$489.00</td>
</tr>
</tbody>
</table>

**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 and spring semesters)
- Bus Pass (RTD Eco-Pass; fall/spring semesters): $30.00
- Summer if registered or requested (subject to change by RTD): $15

**Summer Registration Fees:**

- 5.5 credit hours or less: $60.00
- 6.0 credit hours or more: $120.00

**Late Fees**

- Late Tuition Payment: $50 late fee as well as a yearly rate of 18 percent, compounded daily.
- Late Application for Graduation: $15.00-$105.00
- Late Drop/Add Fee (one day after drop/add deadline): $50.00

**Other Fees**

- Change in Course Status: $30.00
- Duplicating Student Files: $1 per page, maximum: $30

**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, traveler’s checks, check, money order, VISA or MasterCard charge cards (there is a 2 percent 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 Payment Plan
Naropa University allows students to make monthly payments for tuition. The price for this service is $50 per semester. There are no interest charges. Payments will be made in four equal installments, with the first payment due the first day of classes. The payment plan may be used for any portion of tuition and fees not already paid for by financial aid. For more information, contact the Bursar’s Office.

Students Who Have Third Party Payers
If an outside agency will be paying tuition, i.e. Vocational Rehabilitation or Veteran’s Administration, the student must come into the Bursar’s Office and sign a “third party payer” form. This form enables the bursar 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 out-of-residence (OCR) 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.

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.
### Table of Tuition and Fees

<table>
<thead>
<tr>
<th>Tuition Per Credit Hour</th>
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</tr>
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<tbody>
<tr>
<td>Graduate Tuition</td>
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<tr>
<td>Undergraduate Tuition</td>
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<td>Audit</td>
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<tr>
<td>Portfolio Credit</td>
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<tr>
<td>Out of Residence (OOR)</td>
<td>242</td>
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</tbody>
</table>

#### Deposits
- New Student Confirmation Deposit (non-refundable if you do not matriculate) $250

#### Mandatory Fees
- Program Student Registration Fee per semester $250
- RTD Bus Pass Fee fall / spring $30.00
- Summer if registered or requested (subject to change by RTD) $15

#### Late Fees
- Late Application Fee for Graduation $15
- Late Graduation Clearance Form $45
- Tuition Payment Late Fee $50 + 18% interest, compounded daily
- Late Drop/Add Fee (one day after drop/add deadline) $50

#### Processing Fees
- Returned Check Fee $20
- Change in Course Status $30
- Duplicating Student File, per page $1
- Maximum Student File Duplication Fee $30
- Financial Exception Processing Fee (if deemed applicable by the Policy Committee) $30

#### Transcript Fees
- Unofficial Transcripts $1
- Official Transcripts $5
- Charge to Fax Transcripts $3.50
- (in addition to transcript fee) 24 Hour Service $10
- (in addition to transcript fee) Replacement Diploma $30

### Failure to Pay Tuition
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.

If students fail to drop or withdraw, according to the policies and procedures printed in this catalog for 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. If a hold is placed on a student's account, the following will happen:

1. Official transcripts will not be issued.
2. The student may not enroll in any class until all previous balances are paid.
3. A $50 late fee and an annual 18 percent interest rate will be charged for outstanding balances from the due date until they are paid in full.
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.
6. If tuition is not paid by the due date, a student may be disenrolled from classes. Students who are disenrolled are still responsible for the full cost of tuition. Late fees will continue to accrue until the balance has been paid in full. The student will receive a grade of "W" for all classes in which they are currently enrolled. Exceptions to university policy will not be accepted for classes that are affected by disenrollment.

### REFUND PROCEDURES

#### Refund for a Dropped Course or Workshop
The Bursar will confirm the student's registration and reconcile the financial account to determine if a refund is due. If a refund is due a check will be cut and held in the Bursar's Office to be picked up by the student. Students should allow at least one week for the check to be cut.

#### Cash Exchange and Refund Check Writing Policy
Once a credit is credited on a student's account, a check will be cut within three to five business days.
Refund for a Canceled Course
If a course is canceled, the tuition for that class will be refunded, unless the student registers for a new course to replace the canceled one. If you do not receive a refund due you, contact the Bursar’s Office.

Staff/Faculty Tuition Benefits
For benefit information, all staff and faculty should contact the Human Resources Office.

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>
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</thead>
<tbody>
<tr>
<td>First 7 Days</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Fall: 8/27 - 9/5</td>
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<td></td>
<td>100% fees</td>
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<tr>
<td>Spring: 1/14 - 1/23</td>
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<tr>
<td>Day 8</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
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<tr>
<td>Fall: 9/6</td>
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<td>100% fees - $50</td>
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<tr>
<td>Spring: 1/24</td>
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<tr>
<td>late fee</td>
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</tr>
<tr>
<td>Days 9-15</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>80% tuition</td>
</tr>
<tr>
<td>Fall: 9/7 - 9/14</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 1/25 - 2/1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>20% tuition</td>
</tr>
<tr>
<td>Fall: 9/15 - 9/21</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/2 - 2/8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Fall: 9/22 - 9/28</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/9- 2/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Fall: 9/29- 10/5</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/16 - 2/22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>No further changes allowed</td>
<td>Course title grade of &quot;F&quot; (including for no-shows)</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Fall: 10/7-on</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/23-on</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exceptions
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 “financial aid and return of funds” (in the student handbook).

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 p.m. 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 p.m. on the first day of the workshop</td>
<td>No form</td>
<td>Course title, letter grade, including &quot;F&quot; 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. Please direct questions to Registration or the Bursar’s Office.
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, unless otherwise indicated, 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 UNDERGRADUATES

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 that 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 Naropa University “supplemental scholarship application for returning students” form is not required for this scholarship.

Gerald Red Elk Scholarship

Awarded to one Native American 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 that documents past or current service to Native American people or intended use of the degree in service to tribes. Applicant must also submit proof of tribal membership. Materials should be submitted to the Financial Aid Office.

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 seeking a degree to apply for this scholarship.

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.

Evelyn Rose Memorial Scholarship

Awarded to one InterArts student nominated by Naropa’s Music Department or by Admissions. The award amount is $500 and is based on need.

Gill Scholars

Awarded to one incoming lesbian, gay, bisexual or transgendered (LGBT) freshman each year. The amount awarded is $4000 per student and is renewable. A student submits a resume, one letter of recommendation from a person who can describe the student’s leadership and involvement in the LGBT community, and a one- to three-page essay describing the student’s current and past involvement in LGBT issues and how the student plans to continue involvement as an LGBT activist while a student at Naropa University. Applications may be submitted to the director of financial aid, and will be reviewed by a committee among whom are “out” LGBT students, faculty, staff, and alumni. Recipients must maintain a G.P.A. of at least 3.5, and are required to play an active role in Naropa’s LGBT student organization, as well as the Diversity Task Force.
Roof Memorial Scholarship
Awarded to one or more students exhibiting financial need. Amount awarded is $2,500. It is the donor's wish that the recipient feel a moral obligation to repay the amount awarded, in order that the scholarship may continue to be awarded to deserving, like-minded students for years to come. Submit a one-page essay detailing why you deserve this scholarship and how you plan to pay it back.

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. In addition to having financial need as evidenced by the FAFSA, the “supplemental scholarship application for returning students,” and the international application—if applicable, applicants must: (1) Submit a resume, cover letter, and letter of recommendation from faculty, staff, advisor, SUTNI member, or supervisor. (2) Have a GPA of 3.0 or higher from study at Naropa. It is not necessary to submit a transcript. (3) 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, SUTNI 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. Application materials must be submitted to the Financial Aid Office no later than April 1 for the following academic year.

FOR GRADUATE STUDENTS

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.

The Martha Bonzi Scholarship
Awarded to one entering MA Buddhist Studies or Master of Divinity student per year. The award amount is $5,000 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.

The Hiro Yamagata Scholarship
Awarded to one entering MFA 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 supplemental scholarship application is not required.

The William S. Burroughs Scholarship
Awarded to one second-year MFA writing and poetics student per year. The award amount is $2,000, 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 to 1,000-word essay (five to seven pages) discussing Burroughs’ influence on the arts in general or on particular genres. The “supplemental scholarship application” is not required.

The Jack Kerouac Scholarship
Awarded to one second-year MFA 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, five to ten pages. The application deadline is April 15. The “supplemental scholarship application” is not required.

The Ted Berrigan Scholarship
Awarded to one second-year MFA 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 publications, current literary and cultural projects and involvements. Please also submit a five-to-ten page sample of poetry. Application deadline is April 15. The “supplemental scholarship application” is not required.

Louise Fabbro Memorial Scholarship
Awarded to one or more contemplative psychotherapy students in their third year of study. Application deadline is October 1 for awards ranging from $600 to $1,800 to be applied for the following spring. In keeping with Louise’s wish that the selection process be fun for all, applications may be submitted in any media format, provided it can “fit” into a small passenger vehicle. If written, the application should be two to four pages, or five to seven minutes for audio or video applications. For non-conventional applications, please include a cover letter addressing the basic criteria of this scholarship. Applications may be submitted to the Contemplative Psychotherapy Department. The selection committee will consider the applicant’s scholastic
achievement; impact on or growth in community building issues and multi-cultural issues; contemplative development; and sense of humor. It is possible for an applicant without financial need to receive an award of recognition without receiving the scholarship.

The Jim Spearly 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. Contact Naropa’s Gerontology Department for more information. The “supplemental scholarship application” is not required.

The VB Scholarship
Awarded to a continuing MA student in dance/movement therapy or body psychotherapy. Award amounts are subject to receipt of donation by donor. The Fall semester only. Applications are available in the Somatic Psychology Department. The Supplemental Scholarship Application is not required.

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 FAFSA), the Supplemental Scholarship Application for Returning Students, and the International Application—if applicable), criteria and procedures for applying are as follows: (1) Applicants must be at least half-time (minimum six 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, SUTNI member or staff. (3) G.P.A. from study at Naropa must be 3.5 or higher. (4) Applicants must submit a letter of application (essay, five 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 work experience, volunteer work, fieldwork, internship, work-study, SUTNI work, awards or honors received). (d) dedication to one’s course of study, and vision for the future use of the Naropa degree. Please submit applications to the director of financial aid. The due date for the applications is April 1. Recipients are announced in early May. Money will be disbursed in the subsequent academic year.

FOR NON-DEGREE STUDENTS
**Non-degree students are not required to complete the FAFSA, the International Application, or the Supplemental Scholarship Application for Returning Students, unless otherwise indicated.

American College Dance Festival Association
Awarded to a summer dance student. Auditions for this scholarship are held regionally throughout the U.S. by the ACOFA. Contact the InterArts Studies Dance/Movement Studies Department 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 BA 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 6-8 BA credit hours as well as housing costs from mid-June to mid-July. For more information, please contact the Summer Writing Program Office at (303) 546-5296.

Bruce Davis Memorial Scholarship
For qualifying employed teachers of pre-K through grade 12. Scholarship funds will be applied to non-credit conference fees for the one credit summer education conference. A part of the master's in contemplative education, the conference takes place in June at Rocky Mountain Shambhala Center. The scholarship does not cover room and board, travel, or any other conference-related costs. Applicants must complete the supplemental scholarship application and submit a one to two paragraph description of their interest in the area of contemplative or spiritual education. The supplemental scholarship application, which is available at the Financial Aid Office, and the statement of interest should be turned in to the Financial Aid Office by May 1. Up to five scholarships may be awarded each year.

Zora Neale Hurston Scholarship
Please see description as listed above. Non-degree students are not required to complete the FAFSA, the International Student Application, or the Supplemental Scholarship Application.

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.

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.

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. Eligible students work five to twenty hours per week within the University at a pay scale beginning at $7 per hour. The rate of pay increases to $8 per hour after the student has worked a total of 450 hours and to $9 per hour after the student has worked over 900 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 international students. The pay scale starts at $7 per hour. The rate of pay increases to $8 per hour after the student has worked a total of 450 hours and to $9 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 percent) need-based loan. Annual loan limits are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td>$2625/year</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>$3500/year</td>
</tr>
<tr>
<td>Juniors and Seniors</td>
<td>$5500/year</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>$8500/year</td>
</tr>
</tbody>
</table>

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 percent) 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td>$6,625/year</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>$7,500/year</td>
</tr>
<tr>
<td>Juniors and Seniors</td>
<td>$10,500/year</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>$18,500/year</td>
</tr>
</tbody>
</table>

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 to $6000. The Naropa University Grant is a university-funded grant program.

Federal Perkins Loan
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 $3750 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 six 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, Naropa University grant and institutional
scholarships (see the scholarship section for descrip
tions). Prospective students from other countries should
also explore possibilities of funding from their govern
defs 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
Financial Aid offices, 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 to
$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 web
sites are recommended: http://www.iefaa.org;

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 follow
ing 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 2002, the
2002/2003 FAFSA will be available. This form must
be completed to apply for aid for summer 2002, fall
income questions relate to earnings during the
2001 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. 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

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 form must be submit
ted to the Financial Aid Office 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 misrepresented
and/or altered for the purpose of increasing financial
aid eligibility, or fraudulently obtaining federal funds.

Financial Aid 29
2. SAR
A few weeks after mailing the FAFSA to the federal processor, students receive a "student aid report" (SAR). Read this report very carefully and follow the instructions. If any data is incomplete, illegible, missing, or conflicting, please correct, and resubmit the form to the federal processor.

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 tax returns and the verification worksheet to the Financial Aid Office. If the student files the FAFSA based on estimated tax returns, a copy of their tax returns must be sent 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 and the quiz are enclosed with the financial aid eligibility letter. 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. For new students and students who are applying for the first time with a particular lender, the student also fills out and signs a master promissory note (MPN) included with the eligibility letter. The master promissory note is returned to the office with the signed award letter, the quiz and the budget worksheet. These materials should be submitted at least eight weeks prior to the tuition 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 fills 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 Student Aid Report 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 six weeks after filing the FAFSA. Failure to submit documentation in a timely manner will result in delayed aid.

3. Requesting Loan Money
For new students and students who are applying for the first time through a particular lender, the master promissory note must be submitted at least eight 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 end of the semester.
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, nine credits for graduates), half-time (at least six credits), and for undergraduates three-quarter-time (nine 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 (six 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. Students registered for extended thesis or manuscript are not eligible for financial aid.

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. Naropa is able to sign a consortium agreement with the home school to enable the student to receive aid through the 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 half-time course load must complete at least half-time course load per semester. Courses taken for credit for which a student does not receive an "IF", "NR", "W" or "F" are considered completed courses. For graduate students, a course grade must be at least a 8- to be considered complete. Students may receive financial aid for retaking a course because of unsatisfactory grades only once 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>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>160 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>120 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>85 credits</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>125 percent of credits required to graduate.</td>
</tr>
</tbody>
</table>

For example, if the program requires 60 credits to graduate, 75 credits would be the maximum allowable.

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 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 proba-
tion, 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 (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 and Advising offices. 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 and spring.” Institutional aid (Naropa grants and scholarships) will be reduced in proportion to the reduction of tuition according to the policy referred to above. For example, if tuition is reduced by 50 percent, institutional aid will also be reduced by 50 percent.

Title IV or federal aid is earned in a prorated manner on a per diem basis, up to and including, the 60 percent point in the semester. Title IV aid and all other aid is viewed as 100 percent earned after the 60 percent 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 fifteenth day of classes of the fall semester, which consists of 103 days total. Hence, Kerry attended 15 completed days of 103 total days, which is 15 percent of the semester. Therefore, Kerry earned 15 percent 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 eighth through the fifteenth day of classes, she is entitled to an 80 percent reduction in tuition ($3600 x 80%), so tuition would be reduced to $720 ($3600 x 20%). 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 $180 ($720-$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 to $1400 per 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) 442-0792. 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 Nalanda 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 other 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 are available upon request from the Office of the Dean of Students.

Student Affairs
The Office of Student Affairs promotes a holistic approach to the education of the student by viewing learning as a key element of its mission working in collaboration with the academic side of the university to this end. This office includes in its mandate 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 the Office of 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 the Main Campus
Naropa University is approximately 30 miles northwest of Denver. From Denver take I-25 north to U.S. 36 (the Boulder turnpike). Upon entering Boulder, U.S. 36 becomes 28th Street. Turn left on Arapahoe Avenue, then left on 20th Street and left on Marine Street and go to the end of Marine, which becomes our parking lot. All visitors must obtain a temporary parking pass from the front desk of Lincoln Building or the Transportation Office, which is in the basement of Lincoln Building. Additional short-term street parking is available in the neighborhoods across Arapahoe to the north.

Paramita campus:
Take U.S. 36, which becomes 28th Street. Turn Right on Arapahoe Avenue to 30th Street and turn left. Take 30th Street for a little over one mile. Paramita Campus will be on the west side (towards the mountains) of 30th Street, two blocks north of Valmont Road. Public transportation by bus is available from Denver International Airport. For RTD public bus information call (303) 299-6000. For shuttle information, call (303) 277-0000. For a taxi, call (303) 442-2277.

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, child care, 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; some college-core students live in a small residence hall about a 10-minute bike ride from our Arapahoe campus.
Off Campus Housing

Students choose the living situation which best suits their needs, whether it is sharing an apartment, renting a house with a group of students, or renting a room in a local family's home. Student Affairs works to provide assistance to students seeking housing. Student Affairs has created a housing brochure, which quickly guides students to the best resources for finding out about rentals. The housing brochure is on our web site (www.naropa.edu) in the student section under "online housing resources." Students may also contact Student Affairs for a copy. This brochure also lists web sites for local newspapers, 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, our housing resource specialist is happy to talk to you on the phone, in person or via e-mail. The specialist can help you find other Naropa students to rent with and answer questions about Boulder and renting here. Student Affairs is here to help students be effective in their housing searches. We suggest students consider which campus they will be on most for classes when considering where in the city to live. Our Paramita Campus is in northeast Boulder and is the hub for these MA programs: gerontology, somatic psychology, dance/movement therapy, transpersonal counseling and contemplative psychotherapy. The remaining MA and BA programs hold most of their classes at the Arapahoe Campus, in downtown Boulder. Parking is very limited and expensive near our Arapahoe campus. You might consider living near your particular campus to reduce the need to have to drive to campus and park. All students get a very discounted bus pass as part of their student fees.

Residence Hall

Sangha House is Naropa University's residence hall. The hall houses 26 students and two resident advisors. Priority is given to first-year Naropa College students and undergraduate International students. In addition to single rooms, the hall has classrooms, a meditation room, a kitchen, study areas, a living room, and common spaces large enough for all the residents to gather. The hall is located in Boulder's Hill District ("on the hill"), about a ten-minute bike ride from our Arapahoe Campus.

Transportation Options at Naropa University

www.naropa.edu/transportation.html.

Naropa University, recognizing the positive affects of public transportation provides all faculty, staff and students with the RTD EcoPass and access to Naropa's bike fleet. The expanding population of Boulder County is causing increased traffic congestion, at times dangerous air pollution levels, and an extreme need for alternatives. Naropa University's Arapahoe campus has limited parking. Students, staff, and faculty are encouraged not to drive to campus. Transportation has become an issue of health rather than one of convenience.

Boulder and the surrounding Front Range have an extensive bus and bicycle commuter system in place. The combination of buses and bikes makes it easy to commute without a car while attending Naropa University. The Transportation Office encourages students to customize their means of travel to their situation. The transportation modes are presented below to help students in their planning.

Living Near the Campus – We highly recommend this option for all students when feasible. Walking and biking reduce stress and expenses. The Student Affairs housing coordinator can assist students in finding housing close to campus and/or on a bus route.

RTD EcoPass – You will receive an RTD bus pass when you pay your student fees for each semester. This pass gives students FREE transport on all regional bus routes including passage to Denver, the airport, and the Eldora ski resort. A number of buses come directly to or near Naropa University's different campus locations.

Bicycles – Boulder is a biking mecca. Planned bike paths criss-cross the city, and bike lanes exist on major thoroughfares. All RTD buses have bike racks to encourage a combination alternative, giving commuters the best of both worlds. Naropa has a loaner bike fleet for daily and monthly usage. This is a FREE service to registered students. Just visit the Transportation Office and show your student ID. The Transportation Office has expanded Naropa's bike fleet into a repair and purchase bike shop.

Individual Transportation Consultations – In order to make it easier for you to figure out the ideal scenario for your individual schedule, the Transportation Office can work with you to help you better understand your options.

Carpooling/Permit Sharing – In addition, car sharing promotes alternatives to individual car ownership. www.carshare.org

FuelSaver – Platinum Gas Saver reduces a car's fuel consumption, increases life of the engine, and produces less pollution. www.nationalfuelsaver.com

Car rentals – Affordable Rent-a-car (303) 329 0555 is available for drivers 18 years old and up.

All parking lots on Arapahoe Campus are restricted access and towing is enforced from 7 a.m. – 6 p.m. Monday-Friday in the spring and fall semesters, except holidays. Permits can be purchased on a first-come, first-served basis from the Transportation Office.

Transportation Office Hours

Transportation Coordinator- Yuri Kosien
Call (303)-245-4747 from 9 a.m. to 5 p.m., Monday through Friday
E-mail – yuri@naropa.edu

34 Student Life
New Student Orientation
Every fall and spring 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 orient 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 a welcoming and informative beginning for students new to Naropa, addressing both academic and social needs and introducing new students to other staff. SUN, Naropa's student government, offers events and introduces students to the various student organizations. Those students entering in the summer will receive departmental orientations and are required to attend the university orientation in the fall.

Counseling
Naropa has six 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
In accordance with 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 considered to be as important as the study of specific fields of knowledge. The type of meditation commonly taught is a mindfulness and awareness practice that is relevant to an individual's life regardless of religious orientation. 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 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. New students are referred to meditation instructors during orientation. Students may schedule a time to meet with the meditation practice coordinator through out the school year.

Community Contemplative Practice Days
Community Practice Days are intended to foster a sense of community among students, faculty, and administration, and to encourage contemplative practice. Classes are suspended on these days, 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. Also, there are often panel discussions, departmental lunches and community service projects in the afternoon.

Career Services
Career counseling is available to all Naropa students and recent alumni. Students may meet with the career counselor for individual counseling related to career exploration and planning, career testing, help with resumes, cover letters and interviewing, job search strategies and resources, and job referrals for part-time jobs or volunteer work. Talks and workshops are given on various career topics throughout the school year.

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 frisbees, and Frisbee Leagues to check out and enjoy on our campus. Bicycles are available through the Transportation Office. 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. The 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, provides logistical support to these groups.

Here is a list of groups that have been active within the last academic year:

Bombay Gin (student literary magazine)
Bi issues Group
Diversity Awareness Group (DAWG)
Garuda Theatre
Greenworks (environmental and activist group)
Kavyantra Printing Press
Naropa 12-step Group
Naropa United Football Club
(Naropa soccer, part of Boulder League)
Naropa Political Street Theatre Group
Outdoor Club
Queer Issues Group
SUN (Student Union)
Tendrel Collective
(Publishes Tendrel, Naropa's diversity journal)
Thought Crime (student newspaper)
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, workshop opportunities, diversity and GLBT awareness pages, 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 to keep informed about university policies and deadlines. Produced by the Marketing and Communications Office, The Naropa Weekly is published weekly during the academic year, and once during the summer.

International Student Advising

International students represent approximately eight percent of the student body and come to Naropa from around 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 Office of International Education to assist students from other countries. Services include 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. The international student advisor can be found on the second floor of the Allen Ginsberg Building.

Computer Center

Computer Services oversees two labs (one in Nalanda Hall, the other at the Paramita Campus). Our labs consist of Macs, Windows-based PCs and laser printers. We offer Microsoft Office word-processing and Internet browsers. 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 26,000-volume collection to support the university's educational programs. Especially strong are holdings in contemporary American poetry, psychology and Buddhist studies. These include an outstanding collection of Tibetan Buddhist texts, as well as many Sanskrit language texts.

The library has audio and videocassettes and CDs, and an excellent small holding of records. The special collections section of the library has more than 5000 audiocassette recordings of educational and cultural events at Naropa from its 27-year history as an educational institution. These tapes include poetry readings and lectures of major contemporary writers, as well as lectures and talks of visiting religious leaders and psychologists from various conferences and events.

Library services include inter-library loan; PsychINFO, a psychology research resource; FirstSearch, an on-line periodicals reference; the Grove Dictionary of Music on-line; on-line access to the library catalog; and various CD-ROM resources, such as Chinese medicine, music therapy, the Oxford English Dictionary, and the Journal of Transpersonal Psychology.

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 lecturers 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. 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 are open. Each year, some degree programs hold practice intensives in the Meditation Halls, during which other community members may participate to the extent that they wish.

The university’s founder, Chögyam Trungpa, Rinpoche, and Shinnyu Suzuki Roshi, of the San Francisco Zen Center, developed a distinctive practice called Maitri Space Awareness, which helps practitioners develop greater 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 MA contemplative psychotherapy, BA contemplative psychology and early childhood education programs.

Naropa Café

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 a.m. to 6:30 p.m. Monday through Thursday, and 8 a.m. through 5 p.m. Friday. The Paramita campus is open from 8:30 a.m. until 5:30 p.m. Monday through Friday.
Naropa Campus Stores

The Naropa Campus Stores stock books, periodicals and journals, many of which are used in university courses. They offer 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 bookstores are located on both campuses and are open weekdays from 9 a.m. to 5 p.m., sometimes on Saturdays from 10 a.m. to 3 p.m., and during some special events.

Student Responsibility

It is the student's 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 Naropa University student handbook (Field Guide), The Naropa Weekly and the School of Continuing Education catalog when applicable.

Naropa University Student Handbook

The Naropa University student handbook, printed in the form of a day-timer and affectionately called the Field Guide, includes university policies and services. The Field Guide is revised annually and is available through the Student Affairs Office. All students are responsible for obtaining a current handbook each fall and understanding the policies contained in it. The handbook contains important information regarding financial aid, academic standing, supportive services, campus locations, the advising system, the Naropa University code of conduct, non-discrimination policies 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 plurality 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, at this point 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 the Diversity Task Force Resolutions Committee and or formal grievance procedures. Both processes can be initiated through either the 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. To become familiar with this process, please read "the grievance process" in your field guide.

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 Diversity Affairs Department is charged with the oversight of these issues, as well as consultation on an individual or departmental basis. All are encouraged to call Diversity Affairs with any questions or concerns about diversity-related issues at Naropa.

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 Field Guide (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 MFA program in writing and poetics also has a required four-week summer session. The summer session generally runs for eight weeks. Students in degree 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 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 BA requirements. The Registrar’s Office makes a final evaluation of the student’s academic record when the student applies for graduation.

COURSE REGISTRATION
The Difference Between Courses, Workshops and 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 eight 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 whether 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 speak with the sponsoring department and/or instructor to make sure the workshop will provide what they want before registering.

Special study opportunities include independent study, out-of-residence courses, audited courses, and noncredit 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 situation. The availability of each type (independent study, out-of-residence courses, and audited 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 six to eight weeks in advance.

During orientation week, students meet with their advisors, who will review their files and program requirements. Advisors approve course selections and sign 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 p.m. on the seventh day of classes for the fall and spring semesters. 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 Withdraw Period for Courses
The withdraw period is when students may withdraw from (but not add) courses. The withdraw period begins on the eighth day of classes and ends with the sixth week of classes for the fall and spring semesters. The summer withdraw 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 semesters, no further changes in schedule are allowed, except for medical or family emergencies. If students stop attending a course without dropping or withdrawing, a grade of "F" will appear on transcripts for that course.

Drop or Withdraw from a Course - Fall and Spring

<table>
<thead>
<tr>
<th>What to Use</th>
<th>Form</th>
<th>What appears on your transcript</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 7 Days</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Day 8</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>$50 late fee assessed</td>
</tr>
<tr>
<td>Days 9-15</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>80% tuition</td>
</tr>
<tr>
<td>Week 4</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>50% tuition</td>
</tr>
<tr>
<td>Week 5</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>20% tuition</td>
</tr>
<tr>
<td>Week 6</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Weeks 7-15</td>
<td>No Changes</td>
<td>Course title &amp; fees letter grade &quot;F&quot; including for no show</td>
<td>0% tuition</td>
</tr>
</tbody>
</table>

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

Registration, Drop/Add period
The deadline to register, drop or add workshops is 3 p.m. on the first day 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 and Summer

<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 p.m.</td>
<td>Drop/Add</td>
<td>Nothing on the first day of the workshop</td>
<td>100% tuition</td>
</tr>
<tr>
<td>After 3 p.m. No further changes allowed on the first day of the workshop</td>
<td>Course title &amp; letter grade &quot;F&quot; including for no show</td>
<td>0% tuition</td>
<td></td>
</tr>
</tbody>
</table>

Academic Information 39
The Withdrawal 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, a grade of "F" will appear on transcripts for that course.

For Special Study Opportunities
Students may count no more than a total of nine credit hours of independent study, private music lessons and out-of-residence (OCR) courses toward a degree. For religious studies language majors, the maximum is 15. For music majors, the maximum is 12.

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

Semester-Long Courses.
Out-of-residence 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 out-of-residence courses later in the semester, nor is approval or credit given retroactively. The special out-of-residence per-credit tuition is assessed.

Students should begin the approval process for out-of-residence courses at least one month before the end of the preceding semester, because academic approval can be exceedingly difficult to obtain during intersession breaks. The approved supplemental out-of-residence 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.
Out-of-residence 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 out-of-residence per-credit tuition is assessed.

Students should begin the approval process for out-of-residence courses at least one month before the beginning of the course, because academic approval usually takes one month to obtain. The approved supplemental out-of-residence 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 are registered for the course.

Audited Courses - Fall and Spring Only
Full-time, degree seeking students may audit "listen to" courses that have been set up as available to audit, by the departments. Students do not receive credit for audited courses. An automatic grade of "AU" is given, regardless of attendance or completed coursework. To audit a course, a student must first make sure the course is available to audit. The Registration Office will have a list of courses available to audit during drop/add week. Audit forms are available to students during drop/add week at the Registration Office and must be turned in by the last day of drop/add. Audit forms are processed on a first-come, first-served, space-available basis. After the end of drop/add the Registration Office will notify the student as to whether or not they were registered to audit the courses requested. If a course is full, or not available to audit, students must stop attending the course.

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

Workshops and summer courses are not available for audit.

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 are registered for the course. To register for a private music lesson course, your instructor must be approved by, and your registration form must be signed by, the chair of the interArts/ Music department, and must be accompanied by an application for private music lessons.

Noncredit Courses
Each semester, the university's School of Continuing Education offers non-credit courses that are available to students. Students must fulfill the same requirements for these courses that apply to non-degree students. These courses are registered for through the School of Continuing Education and do not appear on students' transcripts, nor do they count toward degrees or professional licensure or certification.
No Shows
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 transcripts 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 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
Students attempting to register for a full class will automatically be placed on a wait list. Wait-listed students are called and sent a letter by the Registration Office, informing them that they are on the wait list (provided the student’s address is current). As openings occur, students will be automatically registered for the course. They will be sent a letter notifying them that they are now registered.

Since wait-listed students are automatically registered when an opening occurs, students should attend the class until they are notified that they can not be added to the class, or until the end of drop/add, whichever occurs first. Students who do not wish to be in the class should drop the class as soon as they decide they do not wish to be registered, regardless of their position on the wait list.

Students should check with their advisor or the Registration Office before the end of drop/add if they have any questions about their status in a wait-listed class.

If an opening does not occur by the last day of drop/add, wait-listed student must stop attending the class and will be automatically dropped from the wait list by the Registrations Office. Instructors reserve the right to admit waitlisted students in their courses based on attendance and the requirements of the course.

Students on financial aid are responsible for being registered for the minimum number of credits they need to receive their financial aid by the end of the drop/add period. Wait-listed classes will not count toward that minimum. Students who are registered for less than their minimum should seriously consider dropping any wait-listed courses and registering for a course that still has openings. If a student decides to wait and see if they get into the class, financial aid will be delayed and the student is in risk of losing aid if they do not get into the class.

For every question about your financial aid award, 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 not change a course status from credit to audit.

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 not change a course status from audit to credit.

From Non-Degree to Degree-Seeking
If a student wishes 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 their 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 Half-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 that 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 half-time status.

Undergraduate
Fall, Spring & Summer
Full-Time 12 or more credits per semester
3/4-Time 9 - 11.9 credits per semester
Half-Time 6 - 8.9 credits per semester

Graduate
Fall, Spring & Summer
Full-Time 9 or more credits per semester
Half-Time 6 - 8.9 credits per semester

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. Students must register for extended classes during the drop/add period. Late registrations will be subject to a $50 late fee. 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 half-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; therefore, they are not offered during summer sessions.

Three 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.

There is a fourth 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.

• **IF = 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.), or 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; 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 student’s accomplishment, as well as a useful tool for communicating his/her educational journey to others through his/her 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></td>
<td>Or lower</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>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 a grade of incomplete/failure (I/F) which is granted to students who have fallen behind in their work due to exceptional, unforeseen circumstances.

Incomplete/Failure

I/F 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. I/F grades are assigned by the instructor at his or her discretion. I/F 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.

Pass/Fail

All required courses in the student's major and minor must be taken for a letter grade, except for courses such as group process, where letter grades are inappropriate. These courses may be taken on a pass/fail (P/F) 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 "P" does not affect the student's grade point average. A grade of "F" 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 they are 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported</td>
</tr>
<tr>
<td>NC</td>
<td>Non-credit</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory Progress</td>
</tr>
</tbody>
</table>

(A 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 (G.P.A.) of 2.0. Graduate 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) the student's 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 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 IF. 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, they can discover positive ways to avert disciplinary measures. 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 Degree

The faculty of Naropa University, under the direction of the vice president for academic affairs, have established requirements and criteria for graduation with the Bachelor of Arts degree. 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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29.5 hours</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-69.5 hours</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89.5 hours</td>
</tr>
<tr>
<td>Senior</td>
<td>90-120 hours</td>
</tr>
</tbody>
</table>

Graduate Study

Master of Arts
Master of Divinity
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, master of divinity, creation spirituality (MLA), dance/movement therapy, environmental leadership, gerontology, contemplative psychotherapy, transpersonal counseling psychology (including counseling, art therapy and music therapy), transpersonal psychology (pending NCA approval), contemplative education, and writing and poetics (MFA). All programs culminate with a major written presentation and/or thesis.

Each program has specified a recommended and/or required completion time. Please refer to program descriptions for more details.
Meditation/Contemplative Requirement

The meditation/contemplative arts requirement is satisfied through courses such as meditation practicum, Shambhala training, t'ai-chi ch'uan, aikido, yoga, ikebana, calligraphy, and thangka painting (three credit hours 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/vipassana 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 that fulfill the contemplative requirement vary for each graduate program; please consult the program academic advisor for details.

GRADUATION REQUIREMENTS

Each undergraduate/graduate program has established a required number of credit hours and specific course, thesis, and other requirements for completing the degree. Please consult the program descriptions for detailed list of requirements.

Graduation

Students must apply to graduate during the last semester in which all coursework (excluding master's paper thesis) will be completed. Graduation portfolios may be obtained from the Registrar's Office during the first few weeks of each semester. 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:

1. Graduation application
2. Departmental clearance
3. Administrative clearance information
4. Graduation fact sheet
5. Financial aid fact sheet
6. Transcript request form
7. Address change card
8. Application to participate in the spring graduation ceremony

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 no more than three credits of incomplete work, they may sit with their classmates at the graduation ceremony.

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 four 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 all requirements for a degree are completed.

Confirmation Deposits

A student's confirmation deposit of $250 will be refunded by mail 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 the student is 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 from the student's advisor. Students must route it to the following people for their signature and approval: (1) Registrar's Office, (2) academic advisor, (3) dean of students, (4) the Financial Aid Office, (5) library and (6) the Bursar's Office.

Refund and incomplete "WF" policies will be applied when filing a leave of absence and (1) not completing current coursework, (2) failing to complete drop/withdraw forms for all courses including those pre-registered for future semesters.

If at the end of a leave of absence students decide not to return, they must then follow the procedures for a permanent withdrawal (see below) in order to have a confirmation deposit returned.

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 from the student's advisor. It is the student's 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) dean of students, (4) the Financial Aid Office, (5) library, and (6) the Bursar's Office. Once the Bursar's Office has certified that accounts are clear, the completed form will be given to the Registration Office, which completes the appropriate drop or withdrawal forms and then adjusts 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 (WF) policies apply.

If students are permanently withdrawing from the university and are receiving federal financial aid, see "Withdrawals and Return of Title IV Funds" in the financial aid section. Students may need to repay some of their financial aid if they completely withdraw.

When students have completed the paperwork for permanent withdrawal from the university, their confirmation deposit (minus any outstanding fees) will be refunded by mail. 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 a student to the grade of "withdrawal" (W) in their courses. Tuition may be pro-rated in proportion to the portion of the semester actually attended. A leave of absence must also be applied for to hold a place in the program until the student is able to return.

Grades of "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 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 a student 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 a student 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 a student does not return to the university after a leave of absence, they must re-apply for admission to continue their studies.
- If a student 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 a student is returning to a program after an authorized, unexpired leave of absence, s/he should 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 that 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 student, 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 that the university attempted to deliver.

Change of Name
If students change their names, 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, or on the web at http://www.narcpa.edu 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 a student's obligations have been fulfilled, transcripts request can be processed.
Other Student Records

Students may make an appointment to view files at no charge.

Students may request copies of letters of recommendation, providing they have not waived their right of access to these letters. The charge for this service is $1 per page.

Students may request that any or all of their student academic record be photocopied by the Registration Office. The charge for this service is $1 per page, up to a maximum of $30. Requests for copies of student academic records to be sent to other parties must be in writing and must carry the student’s (or the student’s authorized representative’s) signature.

Family Educational Rights and Privacy Act of 1974

Naropa University makes every effort to comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). This act is designated to protect the privacy of educational records, to establish a student's right to review and inspect student records and to provide guidelines for the correction of inaccurate information through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the act.

The policy permits disclosure of educational records under certain limited circumstances and routine disclosure, at the university's discretion, of information referred to as directory information: name, permanent and local addresses, telephone number(s), date and place of birth, major/minor field of study, class, anticipated degree and completion date, dates of attendance, full or half-time status, degrees and awards received and most recent school attended. The student has the right to prevent the disclosure of directory information by filing a request in the Registrar's Office on a "non-release of directory information" form provided by that office. Such requests remain in force until rescinded in writing by the student, former student or graduate.

A copy of the complete policy and procedures may be obtained in the Registrar's Office.

Questions concerning the Family Education Rights and Privacy Act should be referred to the registrar or the dean of students.
The Naropa College Core comprises the first two years of the student's undergraduate curriculum (60 credits). The expectations involved in declaring a major are generally that the student would work closely with his or her undergraduate advisor in planning the transition into a major and would initiate an advising conference with a representative of their chosen department. Specific procedures for the declaration of a major vary by department.
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 program in early childhood education requires 26 semester credits in the major. Contemplative psychology, environmental studies, InterArts, religious studies, traditional Eastern arts, visual arts, and writing and literature 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, Native American studies, religious studies, theater, traditional Eastern arts, visual arts, or writing and literature. Nine 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 Naropa College 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 College 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 biosphere may call for leadership and service 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.

**BA 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 2.50
- Fulfill the Naropa College Core requirement
- Earn the final 60 upper-division credit hours at Naropa
- Complete the requirements for one of the BA 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.
The wisdom traditions of the books of Job, Proverbs, Ecclesiastes, and some of the Psalms are an integral part of the canon of the Western Bible religions. *The Tao Te Ching* and the *Upanishads* are an integral part of the Eastern religions. Indigenous peoples value their elder wisdom traditions and their oral transmissions.

The reality maps that weave our cosmologies are constantly updated by world events and the shifting spirit of an age, the shared mind-field, the Zeitgeist. Through becoming acquainted with the texts and the myths of the wisdom traditions, our students prepare their minds for the love of wisdom, philo-sophia.

— Rabbi Zalman Schachter-Shalomi, Faculty, Religious Studies

**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 AND HISTORICAL STUDIES**

Courses in this area engage us in critical reflection and inquiry concerning cultural and global relations from historical and ethical perspectives. Cultural and 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 and 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 also develop a deeper understanding of and compassion for different cultural perspectives and for the historical antecedents to current situations. Students are advised to choose classes from two different disciplines in fulfilling this requirement.
LEADERSHIP AND SERVICE
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 leadership and service 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 collaboration 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 awaken an interest and longing to act effectively and compassionately in a multicultural world, and to develop the knowledge and skills to do so.

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 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* preceding 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 one-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) |
| NCHH | Healing Arts (HA) |
| NCCL | Leadership and Service (LS) |
| NCCP | Contemplative Practices (CP) |
| NCCS | Cultural & Historical Studies (CHS) |
| NCCW | World Wisdom Studies (WWS) |
| NCCX | 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 |
| ECE | Early Childhood Education |
| ECO | Ecology |
| ENV | Environmental Studies |
| HOR | Horticulture |
| IAR | InterArts |
| MUS | Music |
| NAM | Native American Studies |
| PSY | BA 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 538* | Arts and Culture of Bali (AP & CHS) (Study Abroad) |
| ART 500 | The G Conceivedative 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 530 | Color Theory |
| ART 531* | Thangka Painting I (AP & CP) |
| ART 535 | Watercolor II |
| ART 537* | Brushstroke I (AP & CP) |
| ART 540 | Sculpture |
| ART 543 | Thangka Painting II |
| ART 545 | Painting I |
| ART 547 | Brushstroke II |
| ART 555 | Figure Drawing I |
| ART 556 | Tibetan Scroll Painting |
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'Forrest Ketchin, Environmental Studies faculty

ART 558 Balinese Batik (Study Abroad)
ART 575 Figure Drawing II
ART 568 Balinese Painting
ART 578 Balinese Mask Carving
DAN 310 Contemporary Dance Foundations
DAN 322 World Dance and Spirit
DAN 330 Contact Improvisation
DAN 350 Contemporary Dance Forms I
DAN 400 Contemporary Dance Forms II
DAN 410 Dance of Africa
DAN 508 Balinese Dance
IAR 340 Studies In Improvisation
IAR 410 Creative Process: Guest Artist
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 546 Nepali Music and Dance (Study Abroad)
MUS 548 Balinese Gamelan Orchestra: Bali (Study Abroad)
NCAC 100 Musical Beginnings
NCAC 205 Thinking Photography
NCAC 213 Wisdom of the Body
NCCY 251* Dramatic Practices (AP & CA)
NCCY 375* Poetry Workshop (AP & CHS)
NCCY 320* Moving Images: So You Want to Make a Movie (AP & CHS)
PSYB 515W* Process Painting and Meditation (AP & HA)
REL 403 Spirituality and Creative Expression
THR 500 Actor's Journey, Fool's Caper
THR 503W-505W Acting Lab I, II, V, VI
THR 520* Basic Acting I (AP & CA)
THR 530 Media Studies: Special Topics
THR 533W-533W Acting Lab: Special Topics III, IV, VII, VIII
THR 540* Character Acting (AP & CA)
THR 550 Voice and Sound I
THR 570 Advanced Voice
TRA 520* Ikebana (AP & CP)
WRI 361 Creative Writing for Non-Majors
WRI 410* Reading and Writing Workshop: Bioregional Poetics (AP & CA) [for WRI majors only]
WRI 411* Writing Fiction: Variations on Form (AP & CA) [for WRI majors only]
WRI 420* Writing Poetry: Rhythm and Verse (AP & CA) [for WRI majors only]
WRI 411* Writing Fiction: Variations on Form (AP & CA) [for WRI majors only]
WRI 420* Writing Poetry: Rhythm and Verse (AP & CA) [for WRI majors only]
WRI 441 Writing Fiction: Variation on the Form
WRI 454W Poetry Practicum
WRI 459* Reading and Writing Workshop: Wild Form (AP & CA) [for WRI majors only]
WRI 460* Writing Poetry: Writing the Poems (AP & CA) [for WRI majors only]
WRI 461* Reading and Writing Workshop: Making the Beat Matrix (AP & CA) [for WRI majors only]

Courses that fulfill the COMMUNICATION ARTS requirement

NCCY 101 Portfolio Workshop
NCCY 248 Coming to Voice
NCCY 250 Writer's Craft
NCCY 251 Dramatic Practices (AP & CA)
NCCY 305* Seminar in Reading and Writing: Women of Color in Literature (CA & CHS)
NCCY 333* Seminar in Reading and Writing: The Socially Engaged Imagination (CA & CHS)
NCCY 334* Seminar in Reading and Writing: Introduction to Short Fiction (CA & CHS)
PSYB 472* Presence: Voice and Sound (CA & HA)
PSYB 506* Language and Communication in the Healing Process (CA & HA)
THR 520* Basic Acting I (AP & CA)
THR 540* Character Acting (AP & CA)
WRI 351-354 Summer Writing Program [for Upper Division students only]
WRI 410* Reading and Writing Workshop: Bioregional Poetics (AP & CA) [for WRI majors only]
WRI 411* Writing Fiction: Variations on Form (AP & CA) [for WRI majors only]
WRI 420* Writing Poetry: Rhythm and Verse (AP & CA) [for WRI majors only]
WRI 459* Reading and Writing Workshop: Wild Form (AP & CA) [for WRI majors only]
WRI 460* Writing Poetry: Writing the Poems (AP & CA) [for WRI majors only]
WRI 461* Reading and Writing Workshop: Making the Beat Matrix (AP & CA) [for WRI majors only]
WRI 552 Expository Essay
WRI 580 Eco-Literature

Courses that fulfill the 3-credit “writing intensive” requirement within COMMUNICATION ARTS

NCCY 250 Writer's Craft
WRI 552 Expository Essay

Courses that fulfill the COMPLEX SYSTEMS requirement

ANT 550* Cultures, Globalization, and Environmental Peacemaking (CS & CHS) [upper-division status required]
DAN 550 Body and Centering I: Foundation and Anatomy
ECE 320 Body Mind Development and Expression
ECO 510 Field Ecology I: Biology and Plant Ecology [Prereq: ENV 320]
ECO 560 Global Ecological Issues
ECO 580 Field Ecology I: Physical Ecology and Ecological Methods
ENV 300 Nature, the Sacred and Contemplation
ENV 535 Ecology and Evolution
ENV 340 Garden World
ENV 500 Human Systems and Evolution [Prereq: NCCS 220]
ENV 520 Deep Ecology in Context
ENV 530 Environmental Problem Solving [Prereq: ENV 320 and upper division status required]
Courses that fulfill the CONTEMPLATIVE PRACTICES requirement

ART 533*  Thangka Painting I (AP & CP)
ART 537*  Brushstroke I (AP & CP)
ART 543  Thangka Painting II
ART 547  Brushstroke II
ART 553  Thangka Painting III
ECE 505  Maithri and Learning Styles
NCCP 100  Beginning Yoga
NCCP 209  Meditation: The Awful Truth
PSYB 310  Buddhist Psychology I: Meditation
PSYB 512  Buddhist Psychology II: Maithri and Compassion
PSYT 521  Touching the Moment: Mindfulness Retreat
REL 400*  Meditation Practicum I (CP & WWS)
REL 501W  Theravada Vipassana Weekend
REL 504W  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)
THA 550*  Mrdla Space Awareness (CP & HA)
TRA 300  Exploring the Traditional Eastern Arts
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 535  Yoga II
TRA 545  'Tai-chi Ch'uan: Level III
TRA 550  Aikido III
TRA 555  Yoga III
TRA 580  Shambhala II

What is it that motivates one person to be easy-going and philosophical when another is worn down by the same degree of effort? And why is it that life brings wisdom to some and bitterness to others? In my early forties I discovered Fred and Jeng, began to look around me afresh, and to understand that people were more than they appeared to be. I grabbed a mirror, stared into my eyes and realized that I was more than I knew, and for the first time in my life I was deep down deliciously happy, with a sure knowledge of what I wanted to do next.

– Valerie Rasin, class of 1999

Courses that fulfill the CULTURAL & HISTORICAL STUDIES requirement

ANT 536*  Arts and Culture of Nepal (CHS & WWS) (Study Abroad)
ANT 538*  Arts and Culture of Bali (AP & CHS) (Study Abroad)
ANT 550*  Cultures, Globalization, and Environmental Peacemaking (CS & CHS) [PreReq: NCCS 220 and upper division status required]
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 & Contemplative Traditions in Education
ENV 555*  Environmental Justice (CS & CHS)
Courses that fulfill the LEADERSHIP AND SERVICE requirement

ECE 450  Supervised Teaching Practicum
NCCL 300  Peer Leadership Training
NCCZ 230*  Peace Studies: Conflict Resolution and Restorative Justice (CHS & LS)
NCCZ 235W* Gandhi and Malcolm X: The Quest for Personal and Social Transformation (CHS & LS)
NCCZ 280W* Gandhi: Transforming Leadership (CHS & LS)
NCCZ 300*  Engaging the World (CHS & LS)
PSYB 365*  Family Systems (CS & LS)
PSYB 508*  Embodying Process and the Individual (LS & HA)
PSYB 517*  Cultural Diversity (CHS & LS)
PSYB 528*  Gestalt I (LS & HA)
PSYB 578*  Exploring the Role of Music in Therapy (LS & HA)
PSYS 326*  Introduction to Dance/Movement Therapy (LS & HA)
PSYS 505*  Authentic Movement (LS & HA)
PSYS 516*  Contemplative Mountaineering
PSYT 520  Psychology of Wilderness Experience
PSYT 530*  Journey to the Source (LS & HA)
WRI 581  Project Outreach

Courses that fulfill the HEALING ARTS requirement

ECE 300  Foundations of Contemplative Education
NCCH 320  Introduction to Western Psychology
PSYB 330  Introduction to Jung
PSYB 344  Introduction to Transpersonal Psychology
PSYB 350  Humanistic Psychology
PSYB 360  Approaches to Healing
PSYB 430  Exploring Dreams: Jungian Practice and Beyond
PSYB 455  Dynamics of Intimate Relationships
PSYB 459  Herbal Medicine & Nutrition
PSYB 465  Visual Arts: Imagery in Healing
PSYB 472*  Presence: Voice and Sound (CA & HA)
PSYB 520  Abnormal Psychology
PSYB 506*  Language and Communication in the Healing Process (CA & HA)
PSYB 508*  Embodying Process and the Individual (LS & HA)
PSYB 515W*  Process Painting and Meditation (AP & HA)
PSYB 526  Introduction to Jin Shin
PSYB 528*  Gestalt II (LS & HA)
PSYB 536  Holistic Integrative Sonatics
PSYB 539*  Nutrition (CS & HA)
PSYB 545  Developmental Psychology
PSYB 546  Tibetan Medicine I
PSYB 548  Gestalt II
PSYB 551  Ecopsychology
PSYB 556*  Symbols and Transformation (CS & HA)
PSYB 564  Journaling with Death and Loss: Harvesting the Jewels
PSYB 565  Chinese Energetics and Body Psychology
PSYB 568  Expressive Arts
PSYB 571  Personality Theories
PSYB 578*  Exploring the Role of Music in Therapy (LS & HA)
PSYB 585  Tibetan Medicine II
PSYB 587  Expressive Arts: Working with Others
PSYS 326*  Introduction to Dance/Movement Therapy (LS & HA)
PSYS 377  Introduction to Body Psychology: Embodying Awareness
PSYS 505* Authentic Movement (LS & HA)
PSYT 514  The Diamond Approach: Fulfilling Human Potential
PSYT 530* Journey to the Source (LS & HA)
PSYT 532  Storytelling and Mythology/Jung
PSYT 534  Basic Counseling Skills
THR 560* Mudra Space Awareness (CP & HA)

Courses that Fulfill the WORLD WISDOM STUDIES requirement
ANT 536* Arts and Culture of Nepal (CHS & WWSS) (Study Abroad)
ENV 555* Environmental Justice (CHS & WWSS)
NCCW 210  The Tao: Lao Tzu, Confucius & the I Ching
NCCZ 240V* Gandhi and His Search for Moksha (CHS & WWSS)
NCCZ 290* Mythopoesis: Cosmologies and Mythologies (CHS & WWSS)
REL 305* Religion and Human Experience (CHS & WWSS)
REL 400* Meditation Practicum I (CP & WWSS)
REL 405  Foundations of Buddhism
REL 415* Mahayana Buddhism: Path of Compassion (CHS & WWSS)
REL 430  Contemplative Christianity
REL 520* Meditation Practicum II (CP & WWSS)
REL 526* Buddhist Traditions: Nepal (Study Abroad) (CHS & WWSS)
REL 529  World Wisdom: Jewish Literacy
REL 530  Contemplative Hinduism
REL 531  Sacred Earth
REL 535  Contemplative Judaism: Dialogue and Clash of Soul and Intellect
REL 540* Religions of China and Japan (CHS & WWSS)
REL 545  Contemplative Islam
REL 547* Month Long Meditation Intensive: A Program of Buddhist Practice and Study (CP & WWSS) [must attend meditation orientation]
REL 552W* Zen Intensive (CP & WWSS)
REL 554W* Mahayana Meditation (CP & WWSS)
TRA 500* Shambhala Meditation Practicum I (CP & WWSS)

TYPICAL EXAMPLES OF THE
FOUR-YEAR COURSE OF STUDY

Example One
This student moved through the Naropa College Core to the BA degree in contemplative psychology with a concentration in health and healing and a minor in music.

First year, fall semester:
- Aikido I (Contemplative Practices)
- Peace Studies: Conflict Resolution and Restorative Justice (Leadership & Service)
- 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)
- Botanical Arts (Complex Systems)
- Chinese Energetics I (Healing Arts)
- Moving Images: So You Want to Make a Movie (Cultural & Historical Studies)
- The Tao: Lao Tzu, Confucius and the I Ching (World Wisdom Studies)
- Gandhi: Transforming Leadership (elective)
30 credits total

Second year, fall semester
- Women of Color in Literature: Diverse Perspectives (Communication Arts/Cultural and Historical Studies)
- Physical Geography: Beholding the Body of the Earth (fulfills the environmental awareness requirement of the core)
- Introduction to Western Psychology (Healing Arts)
- Shambhala Meditation Practicum I (Contemplative Practices)
- Gandhi and Malcolm X (elective or Leadership & Service)
- 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)
- Cosmology in Myth and Physics (Complex Systems)
- Chinese Energetics II (toward her intended major in psychology)
- Acting Lab I (elective)
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)
- Personality Theories (major)
- Process Painting and Meditation (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

(Spring since she has already fulfilled the Naropa College 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 and Historical Studies and Artistic Process could have been fulfilled abroad.

Senior year: fall semester

- Senior Seminar I (major)
- Contemplative Psychology I: Compassionate Action (major) Gestalt I (major)
- Buddhist Psychology II: Maitri (major)
- Tibetan Medicine (major)
- Dance of Africa (elective)
105 credits total

Spring semester

- Senior Seminar II (major)
- Developmental Psychology (major)
- Abnormal Psychology (major)
- Introduction to World Music (minor)
- Music of Africa (minor)
- Contemplative Psychology II: Compassionate Outreach (major)
120 credits total

Example Two

This student moved through the Naropa College Core to the BA 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)
- Anatomy: Learning through the senses (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)
- Chinese Energetics and Body Psychology (Healing Arts)
- Music of Africa (Artistic Process)
- Seminar in Reading and Writing: Introduction to Short Fiction (Cultural & Historical Studies)
30 credits total

Second year, fall semester

- Poetry Workshop (Communication Arts)
- Peace Studies: Conflict Resolution and Restorative Justice (Leadership & Service)
- Nature, the Sacred and Contemplation (major)
- Spanish (through the ACCESS program – Cultural & Historical Studies)
- Garden World (major)
45 credits total

Spring semester

- Botanical Arts: Doing Science Through Art (elective or Complex System)
- Contemplative Hinduism (World Wisdom Studies)
- 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)
- Environmental Justice (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)
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 and 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.

Hedgerow Farm
Hedgerow Farm is a 20-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 sustainable 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 and 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 College 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, Chögyam 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.

- Anne Z. Parker, Environmental Studies Chair

I teach a course called "Indigenous People and Environmental Issues" which addresses the wisdom and insights of indigenous people and their experience of environmental devastation. Teaching this course offers me a way to reconnect with my deep respect for the peoples of Pokhari, a remote village in Nepal, of Docker River, an Aboriginal settlement in the Northern Territory of Australia, and the many Tibetan and Indian friends with whom I have lived. As citizens of the nations that have historically been most responsible for environmental and cultural devastation, we have a responsibility to listen to what indigenous people are telling us about what we have done and are doing to our home.

Naropa College: Open the Door

Faculty and staff of the BA 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 and 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 Coufle, 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 Diley, InterArts faculty and former president of Naropa

How would you describe Naropa BA 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 Feldman, 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 spitting 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 no on-campus housing, we encourage you to look for housing with other Naropa students. Boulder is also home to the University of Colorado so 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 303-546-3562 and ask for a housing sheet.
- Students Affairs

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 1998
NAROPA COLLEGE
UNDERGRADUATE
DEGREES
BA 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 relationships with others by deepening the 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 four concentrations: Buddhist and Western psychology, somatic 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
To declare a major in contemplative psychology, the following is expected:

1. Regular contact with the BA advisor
2. A one- to three-page letter of interest
3. An interview with a faculty or staff member.
4. Complete the introduction to psychology course before transferring in from the lower-division.
   Students transferring from other schools may take it during their first semester in our program.

REQUIREMENTS FOR THE BA IN CONTEMPLATIVE PSYCHOLOGY

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 310</td>
<td>3</td>
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<tr>
<td>PSYB 486</td>
<td>3</td>
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<td>PSYB 512</td>
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<tr>
<td>PSYB 517</td>
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<td>PSYB 545</td>
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<td>PSYB 571</td>
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<td>PSYB 520</td>
<td>3</td>
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<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
AREAS OF CONCENTRATION

Each concentration has one or more courses required for all students. Students may select additional courses in consultation with their academic advisors. Please consult department advisors 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, cognitive and emotional processes, energy, and 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 4 credits from the following:

REL 415  Mahayana Buddhism: The Path of Compassion  3
REL 440  Religion in Human Experience  3
REL 515  Buddhism and Social Action  3
REL 525  Contemplative Christianity  3
REL 547  Additional Two Weeks of the 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 4 credits from the following:

PSYB 365  Family Systems  2
PSYB 466  Group Process  2
PSYB 487  Contemplative Psychology II: Compassionate Outreach (see course description)
PSYB 506  Language and Communication in the Healing Process  2
PSYB 528  Gestalt - Presence  2
PSYB 529  Hakomi Integrative Somatics: Learning from Trauma, Understanding Its Effects and Building Personal Resources  2
PSYB 534  Perceptual Science: Phenomenology Meets Cognitive Neuroscience  3
PSYB 536  Hakomi Integrative Somatics  3
PSYB 555  Symbols and Transformations  2
PSYB 560  Scientific Research into Conscious Experience  3
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 330  Awakening the Scholar  1
TOTAL CREDITS  11

SOMATIC PSYCHOLOGY

Body psychology is a new concentration with its emphasis on the growing field of somatic psychology. It is the practice of making meaningful connections between emotional process and the body's expressions, sensations and symptoms. Coursework includes three learning domains: the theory and science behind body psychology, practices and techniques used both historically and currently, and an increase of body/self awareness developed through experiential and movement-oriented classes.

Required Courses

PSYS 377  Introduction to Body Psychology: Embodying Awareness  2
PSYB 504  Introduction to Somatic Psychology: The Biology of our Psychology  2

Choose seven credits from the following:

Courses

PSYB 536  Hakomi Integrative Somatics  3
PSYB 529  Hakomi Integrative Somatics: Learning from Trauma, Understanding Its Effects and Building Personal Resources  2
DAN 550,570  Body-Mind Centering I  3
PSYB 508  Embodiment Process and the Individual  2
PSYB 534  Perceptual Science: Phenomenology Meets Cognitive Neuroscience  3
PSYB 560  Scientific Research into Conscious Experience  3
PSYB 566  Chinese Energetics and Body Psychology  3
PSYS 326  Introduction to Dance Therapy  2
PSYS 557  Somatic Dance  2
DAN TBA  Authentic Movement  2
PSYS 476  Body Centered Psychotherapy: Current Topics  2
IAR 506  Contemplative Dance Practice  1
* Although both semesters are taken, only one semester may be counted towards the seven credits.

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 Course

PSYB 360  Approaches to Healing  3
Choose eight credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 459 Herbal Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 487 Contemplative Psychology II: Compassionate Outreach (see course description)</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 508 Embodying Process and the Individual</td>
<td>2</td>
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<tr>
<td>PSYB 526 Introduction to Jin Shin</td>
<td>2</td>
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<tr>
<td>PSYB 529 Hakomi Integrative Somatics: Learning from Trauma, Understanding Its Effects and Building Personal Resources</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 536 Hakomi Integrative Somatics</td>
<td>3</td>
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<tr>
<td>PSYB 539 Nutrition</td>
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<tr>
<td>PSYB 546 Tibetan Medicine</td>
<td>2</td>
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<tr>
<td>PSYB 560 Scientific Research into Conscious Experience</td>
<td>3</td>
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<tr>
<td>PSYB 566 Chinese Energetics and Body Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 579 Chinese Energetics II</td>
<td>2</td>
</tr>
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<td>PSYB 585 Tibetan Medicine II</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 377 Introduction to Body Psychology: Embodying Awareness</td>
<td>2</td>
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<tr>
<td>PSYT 551 Ecopsychology</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

**TRANSPERSONAL AND HUMANISTIC PSYCHOLOGY**

The transpersonal and humanistic psychology concentration helps students synthesize two major forces in Western psychotherapy and appreciate the two approaches' unique contributions to the understanding of mental health, including the recognition of longing for spiritual wholeness as essential to psychological growth, and the acknowledgment of the importance of the client-therapist relationship in the client's healing process.

**Required Courses**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 344 Transpersonal Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 350 Humanistic Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose seven credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 330 Introduction to Jungian Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 365 Family Systems</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 430 Exploring Dreams: Jungian Practice and Beyond</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 455 Dynamics of Intimate Relationships</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 487 Contemplative Psychology II: Compassionate Outreach (see course description)</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 500 Understanding Experience</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 506 Language and Communication in the Healing Process</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 528 Gestalt</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 529 Hakomi Integrative Somatics: Learning from Trauma, Understanding Its Effects and Building Personal Resources</td>
<td>2</td>
</tr>
</tbody>
</table>

**Expressive Arts and Well Being**

The expressive arts and well-being concentration helps students discover artistic expression as a powerful therapeutic tool for cultivating the experiences integral to the functioning of a truly healthy person, such as spontaneity, authenticity, and access to the vivid energy of being alive.

**Required Course**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 568 Expressive Arts in Healing</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 8 credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 465 Visual Arts: Imagery in Healing</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 472 Presence: Voice and Sound</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 487 Contemplative Psychology II: Compassionate Outreach (see course description)</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 515W Process Painting and Meditation</td>
<td>1</td>
</tr>
<tr>
<td>PSYB 550 Scientific Research into Conscious Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 579 Chinese Energetics II</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 585 Tibetan Medicine II</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 377 Introduction to Body Psychology: Embodying Awareness</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 551 Ecopsychology</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 536 Hakomi Integrative Somatics</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 556 Symbols and Transformations</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 560 Scientific Research into Conscious Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 564W Journeying With Death and Loss: Harvesting the Jewels</td>
<td>1</td>
</tr>
<tr>
<td>ECE 380 Observing Early Development</td>
<td>2</td>
</tr>
<tr>
<td>ECE 385 Observing Early Development II</td>
<td>2</td>
</tr>
<tr>
<td>LTC 580 Death and Loss as an Opportunity for Healing</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 500-599 Courses offered by the Transpersonal Counseling Psychology Department</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>
CERTIFICATE PROGRAM
A 30-credit certificate program, tailored to the student's needs and background, requires 18 psychology credits: two 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.

Courses required from the college 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

BA MINOR IN CONTEMPLATIVE PSYCHOLOGY
Choose 9 credits from the following

Courses
Credits
PSYB 310 Buddhist Psychology I: Meditation 3
PSYB 330 Introduction to Jungian Psychology 2
PSYB 344 Introduction to Transpersonal Psychology 2
PSYB 350 Humanistic Psychology 2
PSYB 360 Approaches to Healing 2
PSYB 430 Exploring Dreams: Jungian Practice and Beyond 3
PSYB 455 Dynamics of Intimate Relationships 2
PSYB 465 Visual Arts: Imagery in Healing 2
PSYB 466 Group Process 2
PSYB 472 Presence: Voice and Sound 3
PSYB 504 Introduction to Somatic Psychology: The Biology of our Psychology 2
PSYB 506 Language and Communication in the Healing Process (offered every other fall) 2
PSYB 512 Buddhist Psychology II: Maitri and Compassion (pre-requisite: Buddhist Psychology I or meditation class) 2
PSYB 515W Process Painting and Meditation 1
PSYB 517 Cultural Diversity 2
PSYB 520 Abnormal Psychology 3
PSYB 528 Gestalt 2
PSYB 529 Hakomi Integrative Somatics: Learning from Trauma, Understanding its Effects and Building Personal Resources 2
PSYB 534 Perceptual Science: Phenomenology Meets Cognitive Neuroscience 3
PSYB 536 Hakomi Integrative Somatics 3
PSYB 545 Developmental Psychology 3
PSYB 556 Symbols and Transformation (offered every other fall) 2
PSYB 560 Scientific Research into Conscious Experience 3
PSYB 564W Journeying with Death and Loss: Harvesting the Jewels 1
PSYB 566 Chinese Energetics and Body Psychology 3
PSYB 568 Expressive Arts in Healing 2
PSYB 571 Personality Theories 3
PSYB 578 Music, Self and Others: Exploring Intra and Inter-personal Dynamics through Music 2
PSYB 585 Tibetan Medicine II (offered every other spring) 2
PSYB 587 Expressive Arts/Working With Others (offered every other spring) 2
PSYS 326 Introduction to Dance Movement Therapy 2
PSYS 377 Introduction to Body Psychology: Embodying Awareness 2
PSYS 476 Body-Centered Psychotherapy: Current Topics 2
PSYT 525 Music Therapy Institute 1
NCCC 320 Introduction to Western Psychology 3
NCCC 370 Metacognition Seminar 2

Classes for the BA Contemplative Psychology Department are run exclusively in the fall and spring semesters. Please see our course descriptions to find out when each class is offered.
BA 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 wakefulness in ourselves. The primary way of knowing ourselves in this approach is through meditation and awareness exercises, which foster clarity, appreciation, and confidence. In this way, we begin to manifest attentiveness, openness and generosity with young children and ourselves.

Mindfulness/awareness practice leads us to embrace our own individual styles of being, learning, and teaching. Then, as we engage with children, we gain direct insight into learning styles and enable the children to unfold according to their true natures without bias or aggression. Upon that personal foundation students learn about and apply teaching methods that have been drawn from a variety of holistic and spiritual traditions in early childhood education.

The aim of the program is to nurture the genuine and compassionate nature of teachers, and to practice teaching styles and methods that are true to our unique ways of being teachers. We aim to foster creative learning relationships with children and to discover the ordinary sacredness of learning environments and curricula.

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 contemplative early-education practices with master preschool teachers. In the final year, students experience a spiritual approach to teaching and learning styles known as maitri and a contemplative approach to nutrition and administration. 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 preschool teachers with group leader qualification. They can become directors of large childcare centers or private kindergarten teachers 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

To declare a major in early childhood education, the following is expected before entering:

1. Regular contact with the BA 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 NCCX270 (Awakening the Scholar) and THR520 (Basic Acting). These are a part of the undergraduate and core college offerings.

**Requirements for the BA Degree in Early Childhood Education**

The Bachelor of Arts in early childhood education (ECE) requires 26 credits of coursework in the major. Some courses have a meditation requirement.

<table>
<thead>
<tr>
<th>First Year, Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 300</td>
<td>2</td>
</tr>
<tr>
<td>ECE 380</td>
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</table>

<table>
<thead>
<tr>
<th>First Year, Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 385</td>
<td>2</td>
</tr>
<tr>
<td>ECE 550</td>
<td>2</td>
</tr>
<tr>
<td>ECE 410</td>
<td>2</td>
</tr>
<tr>
<td>ECE 420</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Second Year, Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 430</td>
<td>3</td>
</tr>
<tr>
<td>ECE 505</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year, Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 450</td>
<td>3</td>
</tr>
<tr>
<td>ECE 480</td>
<td>3</td>
</tr>
<tr>
<td>ECE 593</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 26
Required Minor in Traditional Eastern Arts, 9 credits
The nine credits may include other contemplative courses with the approval of the department. Pre-approved courses include:

Any TRA courses
ART 520 Calligraphy and Book Arts
ART 537 Brush Stroke I
ART 547 Brush Stroke II
ART 557 Brush Stroke III
ART 533 Thangka Painting I
ART 543 Thangka Painting II
ART 553 Thangka Painting III
THR 560 Mudra Space Awareness
THR 565 Mudra Space Awareness II
TOTAL CREDITS 35

Certificate Program
This certificate is for those who already have at least 60 undergraduate credits. 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 bachelor's degree program courses. The graduation requirements for the certificate program are 30 semester credits, including the 12 credits in the Naropa College Core.

ECE Courses
BA, Minor in Contemplative Education
ECE 300 Foundations of Contemplative Education 2
ECE 505 Maitri and Learning Styles 3
ECE 550 Holistic and Contemplative Traditions 2
Students can choose either ECE 410 or 420:
ECE 410 Kindergarten Magic 2
ECE 420 Energy and Expression in the Classroom 2
TOTAL CREDITS 9

BA, 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 CREDITS 9
BA 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."

– Chogyam Trungpa, Rinpoche

The BA environmental studies program features an integrated, interdisciplinary curriculum that explores subjects as contemplative disciplines. This includes sustainable communities, deep ecology, living systems theory, anthropology, global issues and peacemaking, American Indian environmental wisdom, ecopsychology and ecology. The program is grounded in the first principle of ecology, that everything is interconnected. It encourages 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 which, 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 Bachelor of Arts 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. The environmental studies advisors review the portfolio in the spring of the first year, and again prior to graduation as part of graduation requirements.

ENVIRONMENTAL STUDIES CURRICULUM

The Bachelor of Arts program provides an education for a rich, personal, informed relationship with nature. It supports lifestyles and livelihoods that benefit the earth and all its inhabitants. Graduates gain a broad education in environmentalism, which includes specialization in an area of personal interest. Combined with course prerequisites, this offers an opportunity for focused students to prepare for entry positions in environmental careers, and for advanced study.

DESCRIPTIONS OF CONCENTRATION AREAS

Environmental students are required to take a concentration area as part of the major. They may also take additional concentration areas as minors. Students in other departments may take any of these concentration areas as a minor.
American Indian Studies offers an intimate understanding of place through the eyes of the indigenous peoples of the High Plains and Southwest. Students consider contemporary issues facing Indigenous peoples and explore personal and collective histories 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.)

Anthropology emphasizes a culture and systems perspective, especially sustainable adaptations among traditional cultures 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/eco-system 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 Bioregion.

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 gardening on the Naropa campus and at Hedgerow Farm. The study of horticulture and ecology enables students to understand the development of ecologically sustainable communities.

Sustainable Built Environment offers education for meaningful work and lives. The concentration seeks to inspire students to approach sustainable building design as a learning journey that is meaningful in a personal way. The curriculum offers opportunities to prepare to engage issues inherent in transforming the relationship between humans and the built environment, including the willingness to take the lead in problem solving and fostering the commitment to live in harmony with the earth to achieve a sustainable future.

DECLARATION OF MAJOR
To declare an environmental studies major, the following is expected:

1. Regular contact with a BA advisor
2. Completion of the "cultural and 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 civics 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 prior to taking upper level courses. Please consult with the BA advisor and the environmental studies faculty mentor for guidance.

CURRICULUM
The Bachelor of Arts 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 concentrations: 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>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 300 Nature, the Sacred and Contemplation</td>
<td>3</td>
</tr>
<tr>
<td>ENV 535 Ecology &amp; Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ENV 340 Garden World</td>
<td>3</td>
</tr>
<tr>
<td>ENV 500 Human Systems and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ENV 555 Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENV 520 Deep Ecology in Context</td>
<td>3</td>
</tr>
<tr>
<td>ENV 540 Contemplative Approaches to Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENV 530 Environmental Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>ENV 480 Senior Project and/or</td>
<td>3</td>
</tr>
<tr>
<td>ENV 550 Sustainable Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

CONCENTRATION AREAS
Each concentration 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 also integrating the multidisciplinary curriculum required by the program. Students must complete nine credits within one concentration area.
### AMERICAN INDIAN STUDIES
Choose nine credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 555</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>NAM 565</td>
<td>Land, Culture &amp; Survival</td>
</tr>
<tr>
<td>NAM 535</td>
<td>Understanding Indigenous Science</td>
</tr>
<tr>
<td>NAM 499</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

### ANTHROPOLOGY
Choose nine credits 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</td>
</tr>
<tr>
<td>ANT 538</td>
<td>Arts and Culture of Bali</td>
</tr>
<tr>
<td>ANT 550</td>
<td>Cultures, Globalization &amp; Environmental Peacemaking</td>
</tr>
<tr>
<td>ANT 586</td>
<td>Independent Research: Nepal</td>
</tr>
<tr>
<td>ANT 588</td>
<td>Independent Research: Bali</td>
</tr>
<tr>
<td>ANT 499</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

### ECOLOGY
Choose nine credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 320</td>
<td>Ecology &amp; Evolution</td>
</tr>
<tr>
<td>ECO 510</td>
<td>Field Ecology I: Biology &amp; Plant Ecology</td>
</tr>
<tr>
<td>ECO 580</td>
<td>Field Ecology II: Physical Ecology &amp; Ecological Methods</td>
</tr>
<tr>
<td>ECO 560</td>
<td>Global Ecological Issues</td>
</tr>
<tr>
<td>ECO 499</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

### ECOPSYCHOLOGY
Choose nine credits 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</td>
</tr>
<tr>
<td>ENV 500</td>
<td>Deep Ecology in Context</td>
</tr>
<tr>
<td>ENV 528</td>
<td>Ecopsychology/Waking up Together</td>
</tr>
<tr>
<td>ENV 535</td>
<td>Survival Skills</td>
</tr>
<tr>
<td>PSY 516</td>
<td>Contemplative Mountaineering</td>
</tr>
<tr>
<td>PSY 540</td>
<td>Introduction to Shamanism</td>
</tr>
<tr>
<td>PSY 530</td>
<td>Journey to the Source</td>
</tr>
<tr>
<td>PSY 551</td>
<td>Ecopsychology</td>
</tr>
</tbody>
</table>

### SUSTAINABLE BUILT ENVIRONMENT
Choose nine credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBE 500</td>
<td>Construction Fundamentals/ Green Building</td>
</tr>
<tr>
<td>SBE 520</td>
<td>Indigenous Approaches to Sustainability</td>
</tr>
<tr>
<td>SBE 510</td>
<td>Environmental Systems Design</td>
</tr>
<tr>
<td>SBE 499</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

NOTE: Environmental studies 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 concentration area, students must also take a minor for nine credits. They may select a minor in a different department, or select a second concentration area as listed above as their minor. Students from other departments may take a minor in any one of the concentration areas or in environmental studies by selecting three of the core courses required for the major.

### HORTICULTURE
Choose nine credits 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</td>
</tr>
<tr>
<td>HOR 520</td>
<td>Vegetable Garden</td>
</tr>
<tr>
<td>HOR 500</td>
<td>Landscape Design for Sustainability</td>
</tr>
<tr>
<td>HOR 510</td>
<td>Small Farm Management</td>
</tr>
<tr>
<td>HOR 499</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>
BA INTERARTS STUDIES

"Learn how to love the art in yourselves, not yourselves in art."
— Constantin Stanislavski

THEATER/DANCE/MUSIC

The InterArts studies curriculum offers discipline-specific work in five areas: dance/movement studies, dance therapy, music, theater, and interdisciplinary performance. Our goal is to enable each student to realize his or her creative vision. Through studies in technique, theory, history, contemplative view, and an investigation of the artist’s role in society, this training is designed to further students’ understanding of solo and ensemble work, cultivate appreciation for artistic collaboration, and promote authenticity in performance.

Formal and informal performance opportunities and workshops featuring visiting artists support each student’s unique journey. Mentoring sessions with the faculty help shape an appropriate course of study that will culminate in a senior project. Projects in recent years have included solo theater and dance compositions, plays, interdisciplinary choreography, recordings, original musical compositions, jazz and classical music.

CORE AREAS OF STUDY

1. Discipline-specific training

Foundation work in music, dance, and theater. Students are offered work in physical theater, music theory, dance technique, and movement studies. The curriculum includes courses such as ear training, private music lessons, contemporary dance forms, basic acting, and character acting.

2. Improvisation

Studies in different styles of improvisation focus on the cultivation of awareness in creative expression and on the generation of performance material through a balance of structure and spontaneity.

3. Composition

Studies in composition focus on discipline-specific and interdisciplinary perspectives that move toward generating performance material. Here the emphasis is on the development of form and ensemble skills. Training includes experimentation with a wide range of media such as music, text, movement, lighting, sound, properties, and installation art.

4. Guest Artists

Contact with our internationally acclaimed guest faculty deepens students’ understanding of creativity and performance. Recent guest faculty include Nancy Stark Smith, Steve Clorfeine, Ruth Zaporah, Suprapto Suryodarmo, Laura Simms, Meredith Monk, Pauline Oliveros, Gamelan Tunas Mekar, and Art Lande.

5. History and Contexts of Art

History courses research legendary and contemporary artists in music, theater, and dance. Video and audio excerpts, in combination with readings from recent performance criticism, introduce theoretical, historical and contemplative perspectives on the creative process.

6. Performance

Students are encouraged to present their work in a variety of settings including coffee houses, salons, student arts concerts, Garuda Theater productions, senior music recitals and community outreach activities. Performance studies, a senior seminar, is offered to InterArts and interdisciplinary students whose emphasis is on performing. Music ensembles, including the Balinese Gamelan Orchestra, Afro-Pop, and Jazz Ensemble offer additional performance opportunities.

7. Theater Design and Production

Courses develop an understanding of the basic principles of theater design and its potential to render creative work more powerfully in performance. Students are trained in designing, production managing, stage managing, producing, and general crew positions typically held within a performance environment.

DECLARATION OF MAJOR

To declare a major in InterArts studies, the following is expected:

1. Regular contact with the BA advisor
2. An advising conference with an InterArts faculty mentor in the chosen track.

Core Faculty:
Barbara Dilley
Mark Miller
Lea Worley

Adjunct Faculty:
Wendell Beaver
Annis Brook
Carole Cristakos
Basilus DeBate
Grazia DiGeorge
Patti Dobrovolski
Bill Douglas
Evelyn Friend
Christy Harris
Lanny Harrison
Vicki Hitchcock
Margot Iezman
Kathleen Kaufman
Art Lande
I Made Lasmawan
Adowa Lentiux
Elene Levad
Jesse Marra
Barbara Mayberger
Gary McCrum
Masako Menasha
Paul Oertel
David Orofino
Rajiv Ramanaidu
Cara Reiter
Amy Russell
L.S. Summer
Emily Tukahashi
Steven Taylor
Chris Zorn

Administrative Assistant:
Eileen Napodano

Photo credit:
©Betsy Gauns

Academic Programs: InterArts Studies
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 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.

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. Students are encouraged to include in their curriculum a wide variety of courses from the Naropa University curriculum.

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.

GARUDA THEATER

Founded in 1984, Garuda Theater is a student company that 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, Icarus' Mother, and Savage Love; August Strindberg's Miss Julie and A Dream Play; Edward Albee's The Sandbox; Jean Claude van Itallie'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 BA in InterArts Studies: Theater Concentration

Prerequisites

Choose one of the following:

- THR 500 Actor's Journey: Fool's Capers
- IAR 340 Studies in Improvisation
- NCCZ 251 Dramatic Practices: Liberating the Performing Spirit

Required Courses

Courses | Credits
--- | ---
THR 520 Basic Acting | 3
THR 540 Character Acting | 3
THR 560 Mudra Space Awareness | 3
IAR 370 Theater Design and Production I | 2
IAR 380 Theater Design and Production II | 2
IAR 380 Creative Process I: Improvisation | 3
IAR 420 Creative Process II: Composition | 3
THR 501W-508W/533W-538W Acting Labs | 5
(Acting labs and electives may be taken during the fall and spring or from summer offerings.)

Choose one of the following:

- THR 480 Directed Project | 3
- THR 380 Director's Lab | 3

Choose one of the following:

- THR 550 Voice and Sound | 3
- MUS 597 Private Voice Lessons | 3

Choose one of the following:

- IAR 470 Creative Process III: Performance Studies | 3
- Independent Study (Garuda Theater production or other project) | 3

Choose one of the following:

- IAR 355 History and Contexts of Contemporary Art I | 3
- IAR 360 History and Contexts of Contemporary Art II | 3

TOTAL CREDITS: 36

RECOMMENDED ELECTIVES

InterArts

- IAR 410 Creative Process: Guest Artist
- IAR 450 New Repertory Performance Project
- IAR 506 Contemplative Dance Practice

Dance

- DAN 310, 350, 400, 554
- Contemporary Dance Forms
- DAN 410 Dance of Africa
- NCCA 213 Wisdom of the Body

Music

- MUS 515 Music of Africa
- MUS 505 Balinese Gamelan Orchestra
- MUS 550 Musicianship I
- NCCA 100 Musical Beginnings
BA MINOR IN THEATER

THR 560 Mudra Space Awareness 3

Choose 2 or 3 credits from the following:

Courses Credits
THR 520 Basic Acting I 3
THR 540 Character Acting I 3
THR 500 Actor’s Journey: Fool’s Caper 2
Other THR or IAR course(s) 3-4
TOTAL CREDITS 9

CERTIFICATE PROGRAM IN THEATER STUDIES

Courses Credits
THR 380 Director’s Lab or
THR 480 Directed Project 3
THR 503W-508W/533W-538W Acting Labs 3
THR 520 Basic Acting 3
THR 540 Character Acting 3
THR 560 Mudra Space Awareness 3
THR 550 Voice and Sound 3
SUBTOTAL CREDITS 18
General Electives 12
TOTAL CREDITS FOR CERTIFICATE 30

CONCENTRATION IN DANCE/MOVEMENT STUDIES OR DANCE THERAPY

Bachelor of Arts and certificate degrees are awarded in InterArts studies with a concentration in dance/movement studies or dance therapy.

The dance concentration serves a community of young artists investigating the traditions of dance, movement studies and personal creative process. Study is enhanced by input from guest artists and interdisciplinary exploration in the fields of contemplative arts, theater, music, technical production, and history contexts/critical skills.

The dance therapy concentration immerses students in a well-rounded dance program in preparation for entrance into a Master of Arts somatic therapy program. Additional requirements include somatic psychology and dance/movement therapy. Psychology studies serve as a minor concentration.

Senior projects include original creative work, interpretive performance, or a research project. Senior project is defined with the guidance of a faculty mentor and presented during the final semester. Projects are supported through the performance studies seminar or independent study.

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 the ground for exploring the creative process.

REQUIREMENTS FOR INTERARTS STUDIES BA:

Dance/Movement Studies or Dance Therapy Concentrations

Prerequisite

NCC TBA Anatomy

Choose one of the following:

IAR 340 Studies in Improvisation 3
DAN 330 Contact Improvisation and

Choose one of the following:

NCCZ 213 Wisdom of the Body 3
DAN 310 Contemporary Dance Foundations 3
DAN 350 Dance Forms I and

Choose one of the following:

TRA532 Exploring Traditional Eastern Arts 3
TRA505 T’ai-Chi I 3
TRA510 Aikido I 3
TRA515 Yoga I 3

REQUIREMENTS FOR INTERARTS STUDIES: DANCE/MOVEMENT STUDIES CONCENTRATION

Required Courses Credits

Courses
IAR 380 Creative Process I: Improvisation 3
IAR 420 Creative Process II: Composition 3
IAR 470 Theater Design and Production I 2
DAN 550 Body/Mind Centering I 3

Choose three of the following (nine credits):

DAN 310 Contemporary Dance Foundations 3
DAN 350 Contemporary Dance Forms I 3
DAN 400 Contemporary Dance Forms II 3
DAN 554 Contemporary Dance Forms III (Students in forms classes are encouraged to attend IAR 506 Contemplative Dance Practice.)

Choose one of the following

DAN TBA Kinesiology 3
DAN 570 Body/Mind Centering II 3

Choose one of the following

DAN 410 Dance of Africa 3
DAN 322 World Dance 3

Choose two of the following

IAR 355 History & Contexts of Contemporary Arts I 3
IAR 360 History & Contexts of Contemporary Arts II 3
DAN 319 Dance History (offered fall ‘02) 3
Choose one of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THR 410</td>
<td>Acting Artist</td>
<td>2</td>
</tr>
<tr>
<td>IAR 410</td>
<td>Guest Artist</td>
<td>2</td>
</tr>
<tr>
<td>IAR 450</td>
<td>New Repertory Performance Project</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Summer Guest Artist Classes</td>
<td>2</td>
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Choose one of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IAR 470</td>
<td>Creative Process: Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>IAR 484</td>
<td>Advanced InterArts Seminar: Special Topics</td>
<td>3</td>
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**TOTAL CREDITS** 36

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**REQUIRED CONTEMPLATIVE PRACTICE CREDIT**

<table>
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<tr>
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<tbody>
<tr>
<td>IAR 506</td>
<td>Contemplative Dance Practice</td>
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**Recommended electives:**

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DAN 330</td>
<td>Contact Improvisation</td>
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<tr>
<td>TRA 500</td>
<td>Shambhala Meditation Practicum I</td>
<td></td>
</tr>
<tr>
<td>TRA 505</td>
<td>Tai-chi Ch’uan I</td>
<td></td>
</tr>
<tr>
<td>TRA 510</td>
<td>Aikido I</td>
<td></td>
</tr>
<tr>
<td>TRA 515</td>
<td>Yoga I</td>
<td></td>
</tr>
<tr>
<td>DAN TBA</td>
<td>Authentic Movement</td>
<td></td>
</tr>
<tr>
<td>DAN 499</td>
<td>Independent Study</td>
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**THEATER**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>THR 520</td>
<td>Basic Acting</td>
<td></td>
</tr>
<tr>
<td>THR 540</td>
<td>Character Acting</td>
<td></td>
</tr>
<tr>
<td>THR 550</td>
<td>Voice and Sound</td>
<td></td>
</tr>
<tr>
<td>THR 560</td>
<td>Mudra Space Awareness</td>
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**MUSIC**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MUS 515</td>
<td>Music of Africa</td>
<td></td>
</tr>
<tr>
<td>MUS 550</td>
<td>Musicianship I</td>
<td></td>
</tr>
<tr>
<td>NCCA 100</td>
<td>Musical Beginnings</td>
<td></td>
</tr>
</tbody>
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**CERTIFICATE PROGRAM**

InterArts Studies: Dance/Movement Studies

Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DAN 310</td>
<td>Contemporary Dance Foundations</td>
<td>3</td>
</tr>
<tr>
<td>DAN 350, 400, 554</td>
<td>Contemporary Dance Forms I, II and/or III</td>
<td>3</td>
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Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DAN 550, 570</td>
<td>Body/Mind Centering I &amp; II</td>
<td>3</td>
</tr>
<tr>
<td>DAN TBA</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>IAR 380</td>
<td>Creative Process I: Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Art I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>InterArts elective</td>
<td>2 credits</td>
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<td></td>
<td>General Electives</td>
<td>10 credits</td>
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**TOTAL CREDITS FOR CERTIFICATE** 30

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**REQUIREMENTS FOR THE INTERARTS STUDIES BA: DANCE THERAPY CONCENTRATION**

**Required Courses**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IAR 380</td>
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<tr>
<td>IAR 420</td>
<td></td>
</tr>
<tr>
<td>DAN 550</td>
<td></td>
</tr>
<tr>
<td>PSY 326</td>
<td></td>
</tr>
<tr>
<td>DAN TBA</td>
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<tr>
<td>DAN TBA</td>
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**Choose two the following:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DAN 310</td>
<td></td>
</tr>
<tr>
<td>DAN 350</td>
<td></td>
</tr>
<tr>
<td>DAN 400</td>
<td></td>
</tr>
<tr>
<td>DAN 554</td>
<td></td>
</tr>
<tr>
<td>(Students in forms classes are encouraged to attend IAR 506 Contemplative Dance Practice.)</td>
<td></td>
</tr>
</tbody>
</table>

**Choose one of the following:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DAN 319</td>
<td></td>
</tr>
<tr>
<td>IAR 355</td>
<td></td>
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**Choose one of the following:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DAN 410</td>
<td></td>
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<tr>
<td>DAN 322</td>
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**REQUIRED MINOR IN PSYCHOLOGY**

<table>
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<th>Courses</th>
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<tbody>
<tr>
<td>PSY 320</td>
<td></td>
</tr>
<tr>
<td>PSY 420</td>
<td></td>
</tr>
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<td>PSY 587</td>
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**REQUIREDS FOR CONTEMPLATIVE PRACTICE CREDIT**

<table>
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<th>Courses</th>
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<tbody>
<tr>
<td>IAR 506</td>
<td></td>
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**Recommended Elective**

<table>
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<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>PSY TBA</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 37

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**CERTIFICATE PROGRAM**

InterArts Studies BA: Dance Therapy Concentration

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 a Master of Arts program.
Choose two of the following:

DAN 310, 350, 400, 554:
- Contemporary Dance Foundations
- Contemporary Dance Forms I, II
- And/or III
DAN 550 Body-Mind Centering
DAN TBA Kinesiology
DAN 350 Creative Process: Improvisation
DAN 570 Creative Process: Composition
PSY 326 Introduction to Dance Therapy
PSY TBA Authentic Movement

Choose one of the following:

DAN TBA Dance History (Fall '02)
IAR TBA History and Contexts of Contemporary Art I
PSY 320 Introduction to Psychology
PSY 420 Abnormal Psychology

Required contemplative practice credit
IAR 505 Contemplative Dance Practice
TOTAL CREDITS FOR CERTIFICATE 30

CONCENTRATION IN MUSIC

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. At Naropa, no part is left out.

Musicianship and ear training classes relate in a practical way to composition and performance. The study of music history gives 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.

Naropa offers private music lessons designed to develop instrumental proficiency, as well as ensemble performance classes in various world music traditions and jazz. Senior projects include performance, research, pedagogy or other activities. Projects may be supported through a performance studies seminar or independent study.

REQUIREMENTS FOR INTERARTS STUDIES BA: MUSIC CONCENTRATION

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

Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MUS 300 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 500 Ear Training I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 510 Ear Training II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 550 Musicianship I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 560 Musicianship II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 570 Musicianship III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 580 Recording Studio I: Introduction to Music Technology</td>
<td>3</td>
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Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>IAR 355 History and Contexts of Contemporary Art I</td>
<td>3</td>
</tr>
<tr>
<td>IAR 360 History and Contexts of Contemporary Art II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 555 Introduction to World Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 350 Listening to Jazz</td>
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</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>MUS 585 Recording Studio II: Technology and Creativity</td>
<td>3</td>
</tr>
<tr>
<td>MUS 400 Composition</td>
<td>3</td>
</tr>
<tr>
<td>IAR 420 Creative Process II: Composition</td>
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Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 503 Afro-pop Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>MUS 505 Balinese Gamelan Orchestra</td>
<td>2</td>
</tr>
<tr>
<td>MUS 508 Shambhala Chorus</td>
<td>3</td>
</tr>
<tr>
<td>MUS 515 Music of Africa</td>
<td>3</td>
</tr>
<tr>
<td>MUS 535 Jazz Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>MUS 530 African Marimba Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>MUS 597 Private Lessons</td>
<td>6-7</td>
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TOTAL CREDITS 36

BA MINOR IN MUSIC

Basic Skills

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>MUS 500 Ear Training I</td>
<td>3</td>
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<tr>
<td>MUS 550 Musicianship I</td>
<td>3</td>
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History

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>MUS 300 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 350 Listening to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 555 Introduction to World Music</td>
<td>3</td>
</tr>
</tbody>
</table>
Creative Process
Choose one of the following:
- MUS 505 Balinese Gamelan Orchestra 2
- MUS 508 Shambhala Chorus 3
- MUS 515 Music of Africa 3
- MUS 530 Improvisation I 2
- MUS 535 Jazz Ensemble 2
- MUS 538 African Marimba Ensemble 2
- MUS 548 Balinese Gamelan Orchestra 2

As needed:
- MUS 597 Private Lessons 1-2

TOTAL CREDITS 9

INTERARTS CERTIFICATE PROGRAM: MUSIC

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>MUS 300 Music Apprecation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 500 Ear Training I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 550 &amp; 551 Musicanship I, II</td>
<td>6</td>
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<tr>
<td>Private Lessons</td>
<td>2</td>
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<tr>
<td>Music Elective</td>
<td>3</td>
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</table>

TOTAL MUSIC CREDITS 17
Elective Credits 13
TOTAL CREDITS FOR CERTIFICATE 30

CONCENTRATION IN INTERDISCIPLINARY PERFORMANCE

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 the 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.

REQUIRED COURSES
- IAR 380 Creative Process I: Improvisation 3
- IAR 420 Creative Process II: Composition 3
- IAR 430 Creative Process III: Performance Studies 3
- IAR 350 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 19

TOTAL CREDITS 36
BA INTERDISCIPLINARY STUDIES

"Chuan-tzu says: The five notes will make a man deaf.
The five colors will make a man blind.

What he means by this is that if you think there are
only five notes, you cannot hear; and if you think
there are only five colors, you cannot see. But there
are all kinds of subtleties between every one of our
notes and colors."
—Alan Watts, The Way of Liberation

Rather than providing a sampling of miscellaneous
knowledge and experience at the college level, the
interdisciplinary studies major (INTD) is designed for
emotionally mature, self-motivated students—those
already aware of and intrigued by intersections and
connections between and among formal academic
disciplines. Such students can explore an individualized
course of studies in two or more departments in a
focused manner. The result is the creation of new or
unusual points of view, questions, knowledge, perception,
and experience regarding some personally
defined central object or matrix of study.

Recent titles for the interdisciplinary studies BA
include:

"Mysticism: Music and Silence"
"Spirituality and Female Sexuality"
"Moving through Trauma"
"Multiculturalism and the Expressive Arts"
"Symbolism, Myth, and the Human Psyche"

DECLARATION OF MAJOR

Admittance to the major by the program director is
contingent upon a demonstrated ability to articulate
and design an individualized course of studies at the
undergraduate level. Students must submit a vision
statement, including a “wish list” of those courses
numbered 100-500 that they deem necessary for
comprehensive study about the central subject of
inquiry. Vision statement guidelines are available from
the INTD program director or from the Office of
Admissions. The initial wish list is the dynamic basis
from which to sculpt a program, in conjunction with
the program director. Essays and wish lists must hang
together, persuasively expressing why the college
vision requires study in multiple academic
departments. Updating the vision statement at the start of
the final year will reveal any natural, but unforeseen,
changes in emphasis.

Once accepted into the major, students enroll in
courses fulfilling INTD and Naropa College Core
requirements, as well as those of the self-designed
program. Each course built into the plan is equally
important to the realization of an overall vision.
Hence, no course listed in the vision statement is
considered an elective.

REQUIREMENTS

- INTD requires maintaining a GPA of about 3.0.
- There is no minor requirement.
- INTD may not serve as half of a double major.
- Individualized plans may incorporate up to six
  credits of distance learning and up to nine credits of
  independent study.
- Plans may incorporate study abroad programs, but
  not during the final semester.

REQUIRED COURSES

INTD 305 Interdisciplinary Seminar. Must be taken
during two of your first three semesters. This one-
credit course uses a seminar format to explore
Interdisciplinarity as a formal method and educational
philosophy, and provides a formal opportunity to meet
and share with other INTD majors.

The Individual Advisory Committee (IAC) must be
formed by the final semester. Within the committee
there must be at least three members of the Naropa
faculty who are familiar with the student's interdisciplinary
efforts and who are competent to judge the
relevance and excellence of the senior project.

INTD 480 Senior Project. Must be taken in in your final
semester. This two-credit mechanism allows the
student to arrange up to two hours per week of
contact with members of her/his IAC. The objective of
this contact is to produce a culminating public perfor-
mance, scholarly thesis, process paper, multimedia
project, non-profit proposal, curriculum, and/or some
other agreed-upon demonstration that interdisciplinary
studies goals have been achieved.
The Department of Religious Studies offers courses of study on the BA 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 that 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 academic 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
To declare a major in religious studies, the following is expected:

1. Regular contact with the BA 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.

BACHELOR OF ARTS DEGREE
In the Bachelor of Arts 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 BA students must take a series of 18 credits that 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.

Required Courses
- REL 340 BA Meditation Practicum I
- REL 350 Religion and Human Experience
- REL 479 & 489 Senior Project I and II

Choose nine credits from the following:

REverLTrADITIONs ElecTIVeS
- REL 525 Contemplative Christianity
- REL 530 Contemplative Hinduism
- REL 540 Zen Buddhism
- REL 529 Jewish Literacy
- REL 535 Contemplative Judaism
- REL 545 Contemplative Islam
- REL 531 Sacred Earth

Choose 18 credits from the following:

COntemPorARy ISSuEs IN RElIGION
- NCCZ 300 Engaging the World
- NCCS 325 Gender Savvy in Contemporary Religion
- REL 425 Buddhism in America
- REL 585 Spiritual Models of Social Action

COntemPorARy PRACTICe
- REL 547 Month Long Meditation Intensive
- REL 350 BA Meditation Practicum II
- REL 403 Spirituality and Creative Expression
- Continuing Education meditation weekends (various traditions)
- Traditional Eastern Arts electives (Shambhala meditation, yoga, tai-chi ch'uan, aikido, kyudo, or ikebana)

BUddhISm
- REL 350 BA Meditation Practicum II
- REL 320 Foundations of Buddhism
- REL 415 Mahayana Buddhism: The Path of Compassion
- REL 434 Tibetan Buddhism
- REL 425 Buddhism in America
STUDY ABROAD (IN THE SENIOR YEAR)
Nine credits can be applied to the major
Ball: ANT 538, REL 508, REL 518, or art elective
or Nepal: REL 526, REL 506, REL 516, ANT 536

South India
A 15-credit academic study abroad program, will be offered at Naropa University beginning in the Fall of 2002. The theme of the program is “seeing the sacred.” The focus is to introduce students to the spirituality and philosophy of South India, and their relation to the arts and everyday life and ritual. Contemporary issues will also be studied in this context.

Academic course work, lectures, field trips, Sanskrit study, and an arts practicum will give students an opportunity to study and explore this vibrant culture. Each day begins with meditation and yoga. The program includes four weeks of field work or service learning projects.

Contact the Office of International Education for more information on Naropa’s study abroad programs.

 LANGUAGES
BA students from any department may also choose to minor in Buddhist languages, which requires a total of 12 credits.

Sanskrit I-II 12 credits
or
Tibetan I-II 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 departments. For these reasons, religious studies majors may elect to take a minimum of three four-credit courses in either Sanskrit or Tibetan (12 credits) in order to fulfill their minor requirement (the minimum credit at Naropa is nine credits).

MINOR IN RELIGIOUS STUDIES
Choose nine credit hours from among all the following:

REL 305 Religion and Human Experience 3

Choose six credits from the following:

NCCZ 300 Engaging the World 3
NCCZ 325 Gender Savvy in Contemporary Religion 2
REL 340 BA Meditation Practicum I 3
REL 350 BA Meditation Practicum II 3
REL 501w Theravada Vipassana Weekend 1
REL 504w Introduction to Buddhist Meditation 1
REL 525 Contemplative Christianity 3
REL 529 Jewish Literacy 3
REL 530 Contemplative Hinduism 3
REL 535 Contemplative Judaism 3
REL 540 Zen Buddhism 3
REL 552w Zen Intensive Weekend 1
REL 554w Mahayana Meditation 1

TOTAL CREDITS 9

CERTIFICATE PROGRAM IN 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.

Required Courses
REL 340 BA Meditation Practicum I 3
REL 350 Religion in Human Experience 3

Choose the following from the course guide

Three Religious Traditions electives 9
Three Buddhism electives 9
Two Religious Studies electives 6

TOTAL CREDITS 30
BA TRADITIONAL
EASTERN ARTS

"Joining heaven and earth-
Stilling the whirlpools of the minds."

The Bachelor of Arts in traditional Eastern arts emphasizes the transmission of traditional practices handed down from generation to generation, in some cases, since ancient times and in a variety of 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. Our intention for students 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 t'ai-chi ch'üan, aikido, or yoga. Students are 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 BA 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. The student learns the basic principles of sitting meditation from the Shambhala and Zen traditions.

"Explorations into the Philosophy of Meditative Movement" is a required course for students majoring in the traditional Eastern arts. The course explores sitting meditation, t'ai-chi ch'üan, yoga, aikido, and Ikebana. In this two-credit class, students learn about the philosophy of each discipline and how they interrelate.

The student chooses a major area of study from the following awareness disciplines:

T'AI-CHI CH'UAN, YOGA, OR AIKIDO

The history, philosophy and culture of the major awareness disciplines are studied in the junior and senior year. This could be an independent study class taught by an instructor of the core awareness discipline or courses offered through Religious Studies and other departments.

Senior colloquium is required in the fourth semester. This class addresses how students connect practice of a discipline with their life experience and how the student is learning to embody the contemplative way of life. The class requires a senior project.

Traditional Eastern Arts Department also offers classes in Shambhala meditation, kyudo (Zen archery), and Ikebana (Japanese flower arranging). In addition to the BA major, courses taken in the Traditional Eastern Arts Department may also fulfill the university'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) towards self and others, and learns to honor life and its traditions in the context of sacred world. Depending on their choice of concentration, students have the opportunity of expanding their sitting meditation practice through the study of Zen meditation or meditation from the yogic traditions.

T'AI-CHI CH'UAN

"Whoever practices t'ai-chi ch'üan, 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

T'ai-chi ch'üan 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. They 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 ch'yi, the intrinsic energy which animates all living phenomena, plays a central role in the training. Tension interferes with the flow of ch'yi in our bodies, and the
purpose of t'ai-chi ch'uan 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, Morohi Uyehisa, aikido founder

The roots and trunk of aikido stand in the soil of the great warrior tradition budo, where the fighting arts were studied and practiced for defense of society and also as a personal path for awakening. The vision of the founder of aikido is unique among martial arts. Students train 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 naro'dha. Yoga is the stilling of the whirlpools 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 the 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’an, or aikido may be repeated for credit if recommended by the instructor.

DECLARATION OF MAJOR

To declare a major in traditional Eastern arts, the following is expected

1. Regular contact with the BA advisor.
2. An advising conference with the Traditional Eastern Arts Department chair.
3. A one-page statement of intent describing student's interests, experience and goals.

REQUIRED COURSES

Concentration in T'ai Chi Ch'uan

Entering at Junior Year

Junior year, fall

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRA 532</td>
<td>Exploring the Traditional Eastern Arts 2</td>
</tr>
<tr>
<td>TRA 505</td>
<td>T'ai Chi I 3</td>
</tr>
<tr>
<td>TRA 500</td>
<td>Shambhala I 3</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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Junior year, spring

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<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TRA 525</td>
<td>T'ai Chi II 3</td>
</tr>
<tr>
<td>NCCW 210</td>
<td>Tao of Lao Tzu, Confucius and I Ching 3</td>
</tr>
<tr>
<td>TRA 580</td>
<td>Shambhala II 3</td>
</tr>
<tr>
<td>REL 406</td>
<td>Spirituality and Creative Expression 3</td>
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<td><strong>SUBTOTAL</strong></td>
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Senior year, fall

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<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TRA 545</td>
<td>T'ai Chi III (OOR) 2</td>
</tr>
<tr>
<td>PSYB 566</td>
<td>Chinese Energetics 2</td>
</tr>
<tr>
<td>ART 537</td>
<td>Brush Stroke 3</td>
</tr>
<tr>
<td>PSYB 526</td>
<td>Jin Shin I 2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
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Senior year, spring

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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>TRA 565</td>
<td>T'ai Chi IV Correction and Push Hands (OOR) 2</td>
</tr>
<tr>
<td>TRA 589</td>
<td>Senior Colloquium 1</td>
</tr>
<tr>
<td>REL 540</td>
<td>Zen Buddhism 3</td>
</tr>
<tr>
<td>TRA TBA</td>
<td>Qi Gong or REL 552W Zen Intensive 1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
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Students entering from lower division with prior TRA credits

Junior year, fall

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>TRA 532</td>
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</tr>
<tr>
<td>TRA 500</td>
<td>T'ai Chi IV 2</td>
</tr>
<tr>
<td>TRA 500</td>
<td>Shambhala I 3</td>
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<td><strong>SUBTOTAL</strong></td>
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**Junior year, spring**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>T'AI CHI V</td>
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<tr>
<td>NCCW 210 Tao of Lao Tzu, Confucius &amp; I Ching</td>
<td>3</td>
</tr>
<tr>
<td>TRA 580 Shambhala II</td>
<td>3</td>
</tr>
<tr>
<td>OOR</td>
<td>1</td>
</tr>
<tr>
<td>REL 406 Spirituality &amp; Creative Expression</td>
<td>3</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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**Senior year, fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OOR</td>
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<tr>
<td>PSYB 566 Chinese Energetics</td>
<td>2</td>
</tr>
<tr>
<td>ART 537 Brush Stroke</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 526 Jin Shin J</td>
<td>2</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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**Senior year, spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OOR</td>
<td>2</td>
</tr>
<tr>
<td>T'AI CHI VII</td>
<td>1</td>
</tr>
<tr>
<td>TRA 589 Teaching Assistant</td>
<td>1</td>
</tr>
<tr>
<td>REL 540 Zen Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>TRA Qi Gong</td>
<td>1</td>
</tr>
<tr>
<td>REL 552W Zen Intensive</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>8</strong></td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>36</strong></td>
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</tbody>
</table>

**Concentration in Aikido**

**Schedule for students entering in their Junior year.**

**Junior year, fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TRA 532 Exploring the Traditional Eastern Arts</td>
<td>2</td>
</tr>
<tr>
<td>TRA 510 Aikido I</td>
<td>3</td>
</tr>
<tr>
<td>NCCX 300 Anatomy: Learning Through the Senses</td>
<td>3</td>
</tr>
<tr>
<td>TRA 500 Shambhala I</td>
<td>3</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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**Junior year, spring**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>TRA 530 Aikido II</td>
<td>3</td>
</tr>
<tr>
<td>TRA 520 Ikebana I</td>
<td>3</td>
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<tr>
<td>TRA 499 Independent Study: History/Philosophy</td>
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<tr>
<td>REL 406 Spirituality &amp; Creative Expression</td>
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<tr>
<td>OOR Seminar-Ikeda Sensei</td>
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<tr>
<td>OOR Aikikai Summer Camp</td>
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<td><strong>SUBTOTAL</strong></td>
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**Senior year, fall**

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<th>Course</th>
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<tbody>
<tr>
<td>TRA 550 Aikido III</td>
<td>3</td>
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<tr>
<td>REL 540 Zen Buddhism</td>
<td>3</td>
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<tr>
<td>OOR Seminar-Ikeda Sensei</td>
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<tr>
<td>OOR Seminar-Saotome Sensei</td>
<td>0.5</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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**Senior year, spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OOR</td>
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<tr>
<td>Aikido V</td>
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<tr>
<td>TRA 589 Senior Colloquium</td>
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<tr>
<td>TRA 153 Kyudo</td>
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**Schedule for students entering with TRA credits from the lower division**

**Junior year, fall**

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>TRA 532 Exploring the Traditional Eastern Arts</td>
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<tr>
<td>OOR</td>
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<tr>
<td>NCCX 300 Anatomy: Learning Through the Senses</td>
<td>3</td>
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<tr>
<td>TRA 500 Shambhala I</td>
<td>3</td>
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<tr>
<td>OOR Seminar-Saotome Sensei</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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**Senior year, spring**

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<tr>
<th>Course</th>
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<tr>
<td>OOR</td>
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<tr>
<td>PSYB 566 Chinese Energetics</td>
<td>2</td>
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<tr>
<td>ART 537 Brush Stroke</td>
<td>3</td>
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<tr>
<td>PSYB 526 Jin Shin J</td>
<td>2</td>
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<tr>
<td>OOR Seminar-Ikeda Sensei</td>
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<tr>
<td>OOR Aikikai Summer Camp</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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**Senior year, spring**

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<tbody>
<tr>
<td>OOR</td>
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<tr>
<td>REL 540 Zen Buddhism</td>
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<tr>
<td>OOR Seminar-Ikeda Sensei</td>
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<tr>
<td>ART 537 Brush Stroke</td>
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**Senior year, spring**

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OOR</td>
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<tr>
<td>ART 537 Brush Stroke</td>
<td>3</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>6.5</strong></td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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</tbody>
</table>

**CONCENTRATION IN YOGA**

**Schedule for students entering in their Junior year.**

**Junior year, fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NCCX 300 Anatomy: Learning Through the Senses</td>
<td>3</td>
</tr>
<tr>
<td>or PSYB 535 Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>TRA 532 Exploring the Traditional Eastern Arts</td>
<td>2</td>
</tr>
<tr>
<td>TRA 513 Yoga I</td>
<td>3</td>
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<tr>
<td>TRA 500 Shambhala I</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>11</strong></td>
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</tbody>
</table>

**Junior year, spring**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>TRA 535 Yoga II</td>
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</tr>
<tr>
<td>TRA 580 Shambhala II</td>
<td>3</td>
</tr>
<tr>
<td>TRA 499 Independent Study</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
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**Senior year, fall**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>TRA 555 Yoga III</td>
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</tr>
<tr>
<td>TRA 153 Yoga History, Theory &amp; Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>REL 507 Sanskrit</td>
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<tr>
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</tbody>
</table>
Senior Year Spring
TRA 575 Yoga IV 2
TRA 589 Senior Colloquium 1
TRA Yoga Meditation Practicum 3
TRA Indian Devotional Singing & Ragas 2
SUBTOTAL 8
TOTAL CREDITS 36

Schedule for students entering with TRA credits from the lower division

Junior year, fall
NCCX 300 Anatomy: Learning Through the Senses 3
or
PSYS 535 Anatomy & Physiology 3
TRA 532 Exploring the Traditional Eastern Arts 2
OOR Yoga Retreat/Class I, 2-3 day retreat 3
TRA 500 Shambhala I 3
SUBTOTAL 11

Junior year, spring
OOR Yoga Retreat/Class II, 2-3 day retreat 3
TRA 580 Shambhala II 3
REL 406 Spirituality & Creative Expression 3
or
REL 530 Contemplative Hinduism (offered every other year only) 3

SUBTOTAL 9

Senior year, fall
OOR Yoga Retreat/Class III, 2-3 day retreat 3
TRA Yoga History, Theory & Philosophy 3
REL 507 Sanskrit I 4

SUBTOTAL 10

Senior year, spring
TRA 589 Senior Colloquium 1
TRA Yoga Meditation Practicum 3
TRA Indian Devotional Singing & Ragas 2

SUBTOTAL 6
TOTAL CREDITS 36

MINOR IN TRADITIONAL EASTERN ARTS
To minor in traditional Eastern arts, students must complete nine credit hours in TRA courses, six of which must be focus on one awareness discipline.
BA VISUAL ARTS

"Art making as an expression of one's nature."
- Robert Spellman, Chair

The Visual Arts Department at Naropa University provides a context for the exploration 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, which 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, 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
To declare a visual arts major, the following is expected:

1. Regular contact with the BA advisor
2. An advising conference with the Visual Arts Department chair

REQUIRED COURSES:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 500</td>
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<tr>
<td>ART 505</td>
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<td>ART 525</td>
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<td>ART 530</td>
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</tr>
<tr>
<td>ART 551</td>
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</tr>
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<td>ART 552</td>
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<tr>
<td>ART 580</td>
<td>1</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>19</td>
</tr>
</tbody>
</table>

Choose 18 credits from the following:

ART 502 Pottery from the Earth
ART 511 Mixed Media
ART 520 Calligraphy & Book Arts
ART 533, 543, 553, 563
ART 537, 547, 557
ART 540 Brush Stroke I, II, III
ART 545, 565 Painting I & II
ART 555, 575 Figure Drawing I & II
IAR 355 History and Context of Contemporary Art: Contemplative Perspectives I
IAR 360 History and Context of Contemporary Art: Contemplative Perspectives II
NCCA 205 Thinking Photography
NCCS 200 Identity and Representation: Race, Class, and Gender on Film
NCCZ 320 Moving Images: So You Want to Make a Movie

TOTAL CREDITS 37

Some continuing education art courses may be taken for credit with permission of the Visual Arts Department.

MINOR IN VISUAL ARTS
Students may fulfill general electives required for the BA degree by taking additional electives in visual arts.
To minor in visual arts, students must complete nine credit hours from BA visual arts course offerings.

CERTIFICATE PROGRAM
For a certificate in visual arts, students must complete 24 credits from any classes within the BA visual arts offerings. The remaining six credit hours may be taken either from the Visual Arts Department or other departments.

We highly recommended art history courses.
THE JACK KEROUAC SCHOOL OF DISEMBODIED POETICS

Naropa University's Department of Writing and Poetics aspires to the classical Greek academics, 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 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.

As developing readers and writers, writing and literature students pursue and expand their interest and involvement with literature and creative writing. Our curriculum is designed for students to explore writing as an imaginative discipline that will enable them to, as Chögyam Trungpa said, "write their minds on a piece of paper" with elegance, directness, and precision.

In addition to the practice and study of writing, writing and literature students can acquire skills in letterpress printing and publication, participate in community readings and performances, and develop workshop teaching skills in local schools and institutions.

CURRICULUM

The Bachelor of Arts 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

To declare a major in writing and literature, the following is expected.

1. within the six-credit-hour communication arts core requirement, take a three-credit writing workshop in lower division taught by a member of the writing and poetics faculty and receive a grade of "B" or higher;
2. in addition to fulfilling the six-credit cultural and historical studies core requirement, students must take a three-credit-hour literature-literary studies course and receive a grade of "B" or higher;
3. have 55 credits or more at the end of a current semester in order to submit application materials;
4. meet with the Naropa BA 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 and Poetics Department by October 15 for enrollment in the spring and March 15 for enrollment in the fall.

Transfer Students

Students transferring to Naropa University and entering the writing and literature major directly must keep in mind that this major consists of 36 credits: 18 in literature, 15 in writing workshops, and three in the final manuscript course. If approved by the Writing and Poetics Department, nine of these credits may be transferred from previous college transcripts — six credits in literature and three credits in creative writing. If this is approved, the student will then take one three-credit literature course and one three-credit creative writing workshop in each of the four semesters of the writing and literature program, fulfilling the 36-credit-hour requirement. If there are no credits approved for transfer from prior transcripts, the following are alternative ways of fulfilling those credit requirements.

WRI Faculty List 2001-2002

Co-Founders: Allen Ginsberg and Anne Waldman

Core Faculty: Reid Bye, Chair, Keith Abbott, Bobbie Louise Hawkins, Anselm Hollo, Lisa Jarnot, Andrew Schelling, Steven Taylor, Anne Waldman (Distinguished Professor of Poetics)

Adjunct Faculty: Lee Christopher, Jack Collom, Amy England, Akilah Oliver, Brad O'Sullivan, Julie Seko

Administrative Director: Judith Hunter

Academic Programs: Writing And Literature 85
1. If 6 literature credits cannot be transferred, the student can take the necessary number of literature credits in lieu of some of the program’s elective requirements and/or the student can take two weeks of the Summer Writing Program for three literature credits.

2. If three creative writing credits cannot be transferred, the student may fulfill these additional three credit hours in one of the following ways:
   - Take an additional BA reading and writing course for three credit hours. Reading and writing courses can be taken either for literature or creative writing credit, and may, if necessary, be taken in the same semester as another creative writing course. In this case the course would be taken for writing workshop credits.
   - Take two weeks of the month-long summer writing program for three writing workshop credits. The entire Summer Writing Program may be taken for six credits: three in writing workshop and three in literature.
   - Spend an extra semester at Naropa in order to complete the requirements.

**WRITING AND LITERATURE CURRICULUM**

BA reading and writing workshops: writing poetry, writing fiction, expository essay.

Each semester the department offers at least two undergraduate writing workshops (three credit hours each). Undergraduate writing workshops include writing poetry, writing fiction, the expository essay and BA 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 included ancient world literature, the open road in American fiction, 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.

**REQUIREMENTS**

The Bachelor of Arts degree in writing and literature requires a total of 120 credit hours, 60 of which are earned in upper division studies and 36 of which must be completed at Naropa and must fulfill the writing and literature requirements. The 36 credit major requirement is distributed as follows:

**Writing Workshops**

Fifteen credits required.

Three credits must be earned in lower division (see “Declaration of Major for Students in Naropa College” or “Transfer Students” for more information).

**All courses are three credits each.**

- WRI 310A Reading and Writing Workshop: Shapes of Thought
- WRI 310B Reading and Writing Workshop: Bioregional Poetics
- WRI 320 Writing Poetry: Basic Elements
- WRI 321 Writing Fiction: Short and Innovative Forms
- WRI 407 BA Creative Writing for Non-Majors
- WRI 408A Reading and Writing Workshop: Rhythm in Verse
- WRI 408B Reading and Writing Workshop: Beatnik 101
- WRI 410 Writing Poetry: Writing the Poems
- WRI 475 BA Manuscript and Thesis Workshop (final semester)
- WRI 502 Practice of Translation
- WRI 521 The Expository Essay

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**BA 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 Bachelor of Arts 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 Bachelor of Arts 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.)

BA credit is available to qualified students on a part-time basis. Part-time undergraduates must enroll in at least three credit hours per semester.

BA students can enroll in one four-week summer session (Summer Writing Program) for credit toward their degree. An undergraduate student will receive six credit hours (three credit hours for literature and three credit hours for writing) towards writing and literature program requirements upon completion of a summer session.
Literature courses

Eighteen credit hours required.

Six credits must be earned in lower division, undergraduate courses (see “Declaration of Major for Students in Naropa College” or “Transfer Students” for more information).

All courses are three credits each

WRI 310A Reading and Writing Workshop: Shapes of Thought
WRI 310B Reading and Writing Workshop: Bioregional Poetics
WRI 408A Reading and Writing Workshop: Rhythm in Verse
WRI 408B Reading and Writing Workshop: Beatnik 101
WRI 502 Practice of Translation
WRI 503 Literature Seminar: Postmodern U.S. Poetry
WRI 504 Literature Seminar: Ancient World Literature
WRI 505 Trends in Contemporary Literature: Introduction to Critical Theory
WRI 510 Literature Seminar: The Harlem Renaissance, A Survey
WRI 521 The Expository Essay
WRI 523 Literature Seminar: The Feeling Tone
WRI 525 Trends in Contemporary Lit.: Introduction to Feminist Criticism
WRI 580 Eco-Literature

Final Manuscript and Critical Thesis

WRI 475 Final Manuscript and Critical Thesis 3

The final Bachelor of Arts requirement in writing and literature is a 40- to 50-page manuscript representing the best creative work the student has accomplished in the program. In addition, the manuscript includes a 15- to 20-page critical essay on a literary topic. The manuscript is developed and edited over the course of the final manuscript course and is required of all students in their final semester. (For further description, see the manuscript guidelines available at the Writing and Poetics Office.)

*Note: no extensions are available in the BA Final Manuscript course.

TOTAL CREDITS 36

SUMMER WRITING PROGRAM

Undergraduates in writing and literature may take the four-week Summer Writing Program for a total of six credit hours. Of these, three credits will be applied to writing-workshop requirements and three credits will apply to literature course requirements.

ELECTIVES

Course Credit
WRI 506W Poetry Practicum: Rhizomic Poetics 1
WRI 509W A Writer’s Practicum: Designing A Writing Workshop 2
WRI 526W Poetry Practicum: Small Press 1
WRI 527W Prose Practicum: TBA 1
WRI 581 Outreach 1-3
WRI 582 Letterpress Printing: The Well-Dressed Word 3
WRI 583 Letterpress Printing: First Impressions 3

MINOR IN WRITING AND LITERATURE

Consult “Requirements” (above) for a list of writing workshop and literature courses. No final manuscript is required for the minor.

Students who want to minor in writing and literature must select one of the following four combinations. Each fulfills the nine credit hours required for the minor.

1. one writing workshop; two literature courses *
2. two writing workshops; one literature course *
3. Summer Writing Program (four weeks for six credits); one literature course or one writing workshop
4. Summer Writing Program (two weeks for three credits); one literature course for three credits; one writing workshop for three credits

* WRIO7 “BA Creative Writing for Non-Majors” fulfills three 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, 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 literature 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 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 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 "Academic Scholarships" section at the front of this catalogue.

EVENTS, BENEFITS, AND PUBLICATIONS
Regularly scheduled Writing and Poetics Department 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, Summer Writing Program Journal, and Project Outreach and Eco-Lit journals. Independent, short-run publishing projects are frequently initiated by students.
MA 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

The Department of Religious Studies offers MA-level courses of study 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 that is most strongly represented in departmental offerings; however, most of the other major world religions are also represented. The methods applied on both the undergraduate and graduate levels draw from the academic 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.

MA, BUDDHIST STUDIES

The Master of Arts program in Buddhist studies is a two-year program involving the broad and in-depth study of Buddhism as a spiritual and cultural tradition. Course work emphasizes Indian and Tibetan Buddhism, with opportunities to study Sanskrit and Tibetan. Selective attention is also given to Buddhism in Southeast and East Asia, and the contemporary West.

The approach of this program is nonsectarian, scholarly, and critical, relying on the best of contemporary Western and traditional Buddhist scholarship. At the same time, it is also informed and nourished by students’ “hands-on” exploration of the major Buddhist meditative traditions and by contact with the living lineages of Asian and Western teachers. Our study of Buddhism is carried out within a context of respect for the tradition and appreciation for its humane values and profound spiritual perspectives.

Each semester, all students study Buddhism through several core-courses in the following three complementary subject areas.

A. Core Buddhism

1. Histories, Cultural Contexts, and Institutions of Buddhist Traditions

Four courses trace the origins and early development of Buddhism; the Mahayana or “Great Vehicle;” Indian tantric Buddhism; and Buddhism in Tibet. Attention is paid not only to Buddhist theory, but also to practice, integrating view and meditation against a backdrop of complex historical and cultural perspectives.

2. Genres of Buddhist Literature

In four “text” courses, students read primary sources of Buddhist literature in translation. The four courses examine selected texts and commentaries on Nikaya, Mahayana, and Vajrayana traditions. The genres studied include sutras, commentaries, independent treatises, yogic songs, and hagiographies, and emphasis is placed on methods of interpretation and translation issues.

3. Buddhist Meditation

Meditation is studied in a nonsectarian way in several diverse settings. These courses are offered by university faculty and visiting Buddhist teachers and meditation masters.

a. In four “meditation practicum” courses, one each semester, students learn meditation methods, 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. Elective exposure to meditation teachers from a variety of Buddhist lineages in weekend meditation intensives expand students’ familiarity with varieties of Buddhist meditation. Tibetan teachers are most in evidence at the university, but Zen, Theravada, Pure Land, and representatives of other traditions frequently offer courses.

c. A weekend sitting period and meditation workshop series for Buddhist Studies students, faculty, and staff follows mid-term examinations each semester.

d. The dathin is a month-long group retreat of sitting meditation supplemented by refined teachings on meditation practice. It is required for graduation. Engaged Buddhism students must attend before their internship.

B. Concentrations

All Master of Arts students select one of the following subject areas for concentrated study: Buddhist language, contemplative religion, and engaged Buddhism (see descriptions below).
C. Culminating Work

The degree concludes with the comprehensive examination and the master's paper, project, or translation. 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. Students of all concentrations take this exam.

The Master of Arts paper, project, or translation is presented at the completion of the student's coursework.

SPECIAL EMPHASIS IN THE THREE BUDDHIST STUDIES MA CONCENTRATIONS

The Master of Arts in Buddhist studies is a two-year course of study with the following requirements in a choice of three concentrations.

Language Concentration

The language concentration offers students the opportunity to study either Sanskrit or Tibetan through two years of coursework, exploring Buddhist texts beyond the filter of a particular English translation.

Tibetan language studies provide access to the rich and diverse world of Tibetan Buddhist literature as well as the oral teachings of contemporary masters. This concentration provides training in both classical Tibetan and the spoken language. Study of classic Tibetan involves learning grammar and vocabulary of the classical language and reading in simple texts. Modern Tibetan is learned through the study of the contemporary idiom and practice in hearing and speaking Tibetan.

Sanskrit is the *lingua franca* 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 an understanding of Sanskrit grammar and vocabulary, and beginning reading skills that provide access to Buddhist texts.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REL 600 Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>REL 611 The First Turning of the Wheel of Dharma: Abhidharma</td>
<td>3</td>
</tr>
<tr>
<td>REL 645 Introduction to the Study of Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 647 The Three Jewels: Dharma, Dharma, Sangha</td>
<td>3</td>
</tr>
<tr>
<td>REL 682 The Teaching of Emptiness</td>
<td>4</td>
</tr>
<tr>
<td>REL 650 Dathun</td>
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<tr>
<td>REL 650 MA Colloquium I</td>
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Second year, fall

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<th>Courses</th>
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<tr>
<td>REL 635 Meditation Practicum III: Maitri and Mandala</td>
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</tr>
<tr>
<td>REL 742 Buddha Nature School</td>
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<tr>
<td>REL 710 The Third Turning of the Wheel of Dharma</td>
<td>3</td>
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<tr>
<td>REL 800 MA Colloquium II</td>
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Second year, spring

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
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<tr>
<td>REL 751 Buddhism in Tibet</td>
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</tr>
<tr>
<td>REL 760 Vajrayana Texts</td>
<td>3</td>
</tr>
<tr>
<td>REL 780 Meditation Practicum IV: Mudra</td>
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<tr>
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<tr>
<td>REL 880 Comprehensive Exams</td>
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</tr>
<tr>
<td>REL 885 Master's Project Translation</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 61

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 Native American 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.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>REL 600 Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>REL 611 The First Turning of the Wheel of Dharma</td>
<td>3</td>
</tr>
<tr>
<td>REL 645 Introduction to the Study of Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 647 The Three Jewels: Dharma, Dharma, Sangha</td>
<td>3</td>
</tr>
<tr>
<td>REL 650 Dathun</td>
<td>0 (or 6 credit option)</td>
</tr>
<tr>
<td>REL 682 Medhyanaka: The Teaching of Emptiness</td>
<td>3</td>
</tr>
<tr>
<td>REL 885 Master's Project Translation</td>
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</tbody>
</table>
Second year, fall
REL 635  Meditation Practicum III  3
REL 742  Buddha Nature School  3
REL 710  The Third Turning of the Wheel of Dharma  3
Contemplative Religion elective  6
REL 800  MA Colloquium I  1.5

Second year, spring
REL 751  Buddhism in Tibet  3
REL 760  Vajrayana Texts  3
Contemplative Religion elective  3
REL 780  Meditation Practicum IV  3
REL 850  MA Colloquium II  1.5
REL 880  Comprehensive Exams  0
REL 885  Master’s Project Paper  0
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 enable students to enter into and be effective within this arena of helping others.

Because of the development of our new master of divinity program, we will be revising the curriculum for the Master of Arts in Engaged Buddhism, shifting our focus towards social activism and change agency. Please visit our website for more information about our new curriculum or call us at (303) 546-5286 for more information.
MASTER OF DIVINITY

Master of Divinity

Beginning in the fall of 2001, Naropa University will offer a master of 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 care-giving 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 six weeks of residential study and community practice 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 tenets, 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;
4. Practice and Meditation—the spiritual practice of sitting meditation drawn from the Buddhist tradition, incorporating both shamatha (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.

Successful applicants will have demonstrated academic excellence in completing their BA 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 note: Because the Master of Divinity is a new program, some course descriptions and program information may be unavailable at this time or may be subject to change. Please feel free to contact Janet Solynites for more information at (303) 546-5286.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>First year, fall</td>
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<tr>
<td>REL 600 Meditation Practicum I</td>
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<tr>
<td>REL 615 Conflict &amp; Diversity</td>
<td>3</td>
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<tr>
<td>REL 602 Communication</td>
<td>3</td>
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<tr>
<td>REL 647 The Three Jewels</td>
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<td>REL 611 The First Turning of the Wheel of Dharma</td>
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<td>First year, spring</td>
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<tr>
<td>REL 620 Meditation Practicum II</td>
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<tr>
<td>REL 652 Surfacing the Voices</td>
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<tr>
<td>REL 642 Pastoral Counseling &amp; Spiritual Assessment</td>
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<td>REL 682 Mahayamaka</td>
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<td>REL 661 The Second Turning of the Wheel of Dharma</td>
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<td>Retreat Intensive</td>
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<td>REL 742 Buddha-Nature School</td>
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<td>REL 754 Community &amp; Sacred World</td>
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<td>REL 635 Meditation Practicum III: Maitri &amp; Mandala</td>
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<td>REL 746 Field Placement</td>
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<td>REL 736 Colloquium I: Practical Theology &amp; Interfaith Dialogue</td>
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<td>REL 746 Field Placement</td>
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<td>REL 736 Colloquium II: Practical Theology &amp; Interfaith Dialogue</td>
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<td>REL 750 Vajrayana Texts</td>
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<td>REL 751 Buddhism in Tibet</td>
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<td>REL TBA Meditation Techniques for Interfaith Pastoral Care</td>
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<td>REL TBA</td>
<td>Inter-religious Dialogue Seminar</td>
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<td>REL TBA</td>
<td>630 Contemplative Christianity</td>
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<td>REL TBA</td>
<td>Meditation Methods for Interfaith Pastoral Care II</td>
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<td>REL TBA</td>
<td>Death and Loss as Opportunities for Healing</td>
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<td>Community Practicum II: Master's Research Project</td>
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<tr>
<td>REL TBA</td>
<td>Buddhist Teaching Practicum II</td>
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<td>REL TBA</td>
<td>Spiritual Direction in Interfaith Perspective</td>
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<td>REL 585</td>
<td>Spiritual Models of Social Action</td>
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<td>REL TBA</td>
<td>Meditation Methods for Interfaith Pastoral Care III</td>
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</tr>
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MA CONTEMPLATIVE EDUCATION

"As we spiritualize education, teacher transformation must come first."
— Richard Brown, Chair

The Master of Arts in contemplative education is a low-residency, professional-development degree for practicing teachers and others interested in a nonsectarian, 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 course work 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 from the Tibetan contemplative traditions, the program curriculum offers a path of personal nourishment and effective pedagogy. From a base of study and practice, students explore 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 and personal 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 in numerous educational venues. A body of literature in the field of spirituality in education is beginning to emerge. Teachers trained in Naropa's contemplative approach to teaching education over the last ten years have benefited from our timeless, non-sectarian approach to 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. Featuring noted leaders in this emerging field, the summer conference is an opportunity for MA students to learn from educators from around the world who represent a variety of perspectives in holistic and spiritual education. It also features thesis presentations from graduating MA contemplative education students examining practical applications of contemplative education in their classroom experiences.

Summer Sessions

In the month-long summer sessions that form the core of the program, faculty and first and second-year students create a contemplative educational community within a carefully woven daily schedule of study, practice, observation, and contemplation. The curriculum in the first summer session emphasizes the contemplative transformation of oneself as a 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 maati spirit 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. The summer sessions are quite rigorous with only one day off during the month.

On-line Sessions

Between the summer sessions, students return to their teaching jobs or placements (which could be anywhere in the world) and continue their program studies online. The on-line courses are designed to help students apply contemplative methods directly to their home teaching situations. Integrative and thesis seminars provide individualized instruction for joining contemplative studies with students' daily teaching experience. The on-line 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 MA program concludes with the third summer conference during which graduating students present their theses which they will have drawn from their experiences in 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 on-line seminars.

SUPPLEMENTAL ADMISSION REQUIREMENTS
In addition to the university’s standard graduate application requirements, the MA Contemplative Education Department strongly recommends that applicants have an established teaching background. Teaching experience is acceptable at any instructional level, pre-k through higher education. A strong academic background in child or human development is also very desirable.

While preference is given to employed, qualified or licensed teachers, enrollment is also open to those without 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 placements.

Formal mindfulness meditation and a variety of mindfulness/awareness activities are central to the program. Experience with mindfulness meditation is highly recommended, but not required. The standard required statement of interest should include reference to one’s meditation experience, if any, and its relevance to 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 on-line courses. In addition to standard university requirements, all courses must be taken sequentially. Because the summer courses are intricately interwoven, students must take the entire summer curriculum as a whole. In extraordinary cases certain on-line courses may be taken out of sequence by permission of the department. Students who reside at a great distance from Naropa University may apply to take the final summer conference on-line, 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. Students spend two hours a day in meditation during the summer sessions. Twenty minutes-per-day is required throughout the two-year program.

PROGRAM CURRICULUM

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td><strong>Summer Session I</strong></td>
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<tr>
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<td>EDS 600 Presence In Teaching</td>
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<tr>
<td>EDS 605 The Contemplative Teacher</td>
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<tr>
<td>EDS 610 Arts in Education I</td>
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<tr>
<td>EDS 625 Integrative Seminar I</td>
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<tr>
<td><strong>Fall Session I (on line)</strong></td>
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<tr>
<td>EDS 650E Spiritual Roots of Development I</td>
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<td>EDS 635E Integrative Seminar II</td>
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<td><strong>Spring Session I (on line)</strong></td>
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<tr>
<td>EDS 615E Perspectives in Sacred Learning I</td>
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<td>EDS 720E Spiritual Roots of Development II</td>
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<td>EDS 550W Summer Education Conference II</td>
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<td>EDS 700 Contemplative Curriculum</td>
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<tr>
<td>EDS 840E Thesis Seminar I</td>
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<td>EDS 735E Integrative Seminar V</td>
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<tr>
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<td>EDS 880E Thesis Seminar II</td>
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<td></td>
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<tr>
<td><strong>Summer Session III</strong></td>
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<tr>
<td>EDS 800W Summer Education Conference III</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36 CREDITS</strong></td>
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MA 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, ecology, psychology, 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. We encourage 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 which, in combination with other ways of knowing, can lead to profound insight and effective action.

RESOURCES

The High Plains, the Front Range of the Rocky Mountains, and 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.

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 Master of Arts 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 to Environmental Leadership Department advisors for review during the spring of the first year, and again prior to graduation as part of our graduation requirements.

MA, ENVIRONMENTAL LEADERSHIP

The Master of Arts 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 of Arts degree in environmental leadership is meant to promote wise, just, and compassionate engagement with 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 basic social and natural science prerequisites.

PREREQUISITES FOR ADMISSION

There are no specific course prerequisites; 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 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 BA Naropa College Core courses may be taken to provide a stronger background.

- NCCS 235 Western Philosophical Tradition
- NCCS 220 Cultural Anthropology
- NCCX 222 Intro. to Scientific Inquiry
- NCCH 273 History of Western Thought
- NAM 565 Land, Culture and Survival
- NAM 535 Understanding Indigenous Science
- ENV 555 Environmental Justice

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 or internships. The core encourages balance between knowledge and wisdom, and carries the student through three stages. It is composed of eight 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 one retreat and three evening seminars (offered by guest faculty specializing in the topic at hand). Second-year or later students 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 descriptions for details). The two pairs alternate years and incoming students begin with the pair that is offered the year they enter. The fall courses are prerequisites for the spring courses. It is strongly advised that both spring courses be taken immediately after the corresponding fall courses. Courses ENV 560 and 570 are offered each August and are ten days long.

The independent component may take place in any field or profession chosen by the student. It may be on or off campus. This requirement (which includes the thesis) allows students to tailor their degree to meet personal interests and needs.

The student may choose between a traditional Master of Arts thesis or a project/action project. In either case, faculty guidance is available throughout the research, project, and writing phases.

Upon graduation, the student will have built an impressive portfolio composed of a volume of the Boulder Creek Watershed Atlas, a documented restoration project, research papers, creative essays, documented independent studies, and a thesis or project.

The program requires 52 credit hours that may be taken in two, three, or four years.

COURSE REQUIREMENTS

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<tr>
<td><strong>Intensives</strong></td>
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<tr>
<td>ENV 550</td>
<td>A Deepening of Wisdom I: Ecopsychology Training for Environmental Leaders (lab fee)</td>
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<tr>
<td>ENV 570</td>
<td>A Deepening of Wisdom II: Ecopsychology Training for Environmental Leaders (lab fee)</td>
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<td><strong>Pair One</strong></td>
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<tr>
<td>ENV 621</td>
<td>Integrative Dialogue I: Exploring Indigenous Models of Leadership</td>
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<td>ENV 631</td>
<td>Integrative Dialogue II: Engaging Environmental Justice Issues</td>
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<td><strong>Pair Two</strong></td>
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<td>ENV 671</td>
<td>Integrative Dialogue III: Ecopsychology for Environmental Leaders</td>
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<td>ENV 681</td>
<td>Integrative Dialogue IV: Transformational Activism</td>
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<td><strong>Courses</strong></td>
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<tr>
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<td>Innerwork for Environmental Leaders</td>
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<td>ENV 620</td>
<td>Human-Nature Contract I</td>
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<td>The Art &amp; Ethic of Leadership II</td>
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<td><strong>Choose one of the following</strong></td>
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<tr>
<td>ANT 550</td>
<td>Cultures, Globalization &amp; Environmental Peacemaking</td>
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<td>ENV 563</td>
<td>Environmental Issues &amp; Indigenous People</td>
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<td><strong>Team Project Field Courses</strong></td>
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<tr>
<td>ENV 604</td>
<td>Boulder Creek Watershed Atlas I</td>
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<td>ENV 605</td>
<td>Boulder Creek Watershed Atlas II</td>
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<td>ENV 730</td>
<td>Culture Nature Partnership I</td>
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<tr>
<td>ENV 780</td>
<td>Culture Nature partnership II</td>
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Self-Designed Component
ENV 699 Independent Studies or other Electives 12
ENV 880 Master's Thesis, or Paper/Project 3
TOTAL CREDITS 55

ECOPSYCHOLOGY CERTIFICATE PROGRAMS FOR GRADUATE DEGREE STUDENTS AND POST-GRADUATE DEGREE PROFESSIONALS

Naropa University's unique 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. They nurture our innate desire to contribute to the well-being of both people and planet with understanding and compassion.

What is Ecopsychology?
Ecopsychology is a new field that is developing in recognition that human health can not be separated from the health of the whole and must include mutually enhancing relationships between humans and the non-human world. Ecopsychology attempts to bridge the gap between humanity and the earth, between ecology and psychology, to learn again see the needs of the person and the needs of the planet as interrelated and interdependent.

Ecopsychology suggests that the violence that we do to ourselves and to the natural world results from our psychological and spiritual separation from nature. By ecologizing psychology and bringing psychological insight into the ecology movement, it seeks to understand the psychological dimensions of the environmental crisis and to help us recover our capacities to care for the earth and each other.

Areas of interest to ecopsychologists include effective environmental education and action, ecotherapy, the healing and initiatory influences of encounters with "wild" nature, development of the "ecological" self, creating healthy alternatives to materialism and consumerism and the spiritual dimensions of the human-nature relationship.

ECOPSYCHOLOGY CERTIFICATE/EMPHASIS

Naropa University offers a 16 credit-hour certificate program for graduate level students and post-graduate degree professionals. This interdisciplinary program provides training in the fundamental principles and practices of ecopsychology. Currently the majority of these courses are offered on campus. Several of these courses are on line so that distance learning is possible for those living out of state. There is a low-residency summer program as part of the distance program.

There are two tracks to the ecopsychology program.

1. Ecopsychology Graduate Emphasis Program. Students applying to, or enrolled in, a graduate degree program at Naropa University 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 student's chosen field. Completion of the graduate degree is a requirement for completion of the certificate program.

2. Ecopsychology Graduate Certificate Program. To apply for the program, postgraduate degree professionals must have attained a professional master's degree, or must demonstrate equivalent education and experience. Consultation with the director of ecopsychology is necessary to develop an appropriate certificate course plan. Professionals who successfully complete all program requirements receive a certificate of completion in ecopsychology.

CORE COURSES

Ecopsychology is an ancient and now re-emerging field of inquiry devoted to enhancing and healing our relationship with the natural world. It is about being both fully human and fully in relationship with the natural systems all around us. 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 in 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 the environmental movement, and other views on self, nature and spirit.

Ecopsychology Training: Waking Up Together

Ecopsychology recognizes that human health—mind, body and spirit—is fundamentally nourished through relationship with the natural world. No part of us is separate. In this experiential training we explore a broad range of therapeutic counseling practices, including methods for assessing health of the ecological self, conducting eco-biographical interviews, and using 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 an extraordinary learning experience.

Ecopsychology Spring Conference

The ecopsychology spring conference is offered as an annual three-day conference, focusing on leading issues in the field of ecopsychology. Underlying goals of this program are to emphasize the interdisciplinary aspects of the field, to provide a contemplative orientation for deepening this work and to explore practical applications for bringing ecopsychology into the world. Specific topics and faculty will vary from year to year.
Ecology and Evolution
This course is 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 ecosystem of our own bioregion, we 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 and populations. The course explores strengths and limitations of the scientific method as an investigative tool. It seeks to foster an appreciation for the richness and diversity of the ecosystems in which we live.

Basic Counseling Skills
This highly experiential class creates a foundation for working with a wide range of people. Some topics include listening skills, giving and receiving feedback, working with differences, conflict-resolution and focusing. Teachers, parents, administrators, environmentalists, childcare workers and students of many disciplines have effectively taken their learning from this class back into their work and personal lives.

Deep Ecology in Context
This course is an introduction to the philosophy of deep ecology in historical and cultural contexts, including contemporary currents of thought such as ecofeminism, ecopsychology, and systems thinking. In this course we will explore the cultivation of "ecological identity" and a personal commitment to action on behalf of nature. We will examine deep ecological alternatives for addressing ethical and ecological problems, along with options for effective and compassionate action. Experimental exercises and a research project enable students to apply the deep ecological perspective to their own lives.

BUDDHISM AND SOCIAL ACTION

ENGAGING THE WORLD
These classes examine Buddhism's historical and contemporary views and responses to social issues. They focus on the emerging movement of "engaged Buddhism" within the larger context of engaged spirituality. While using traditional and contemporary texts, these classes 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.

<table>
<thead>
<tr>
<th>CERTIFICATE PROGRAM COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td>ENV 528 Ecopsychology Training:</td>
</tr>
<tr>
<td>Waking Up Together (summer)</td>
</tr>
<tr>
<td>PSY 549 Ecopsychology Conference Program (April 2002)</td>
</tr>
<tr>
<td>ENV 535 Ecology and Evolution (for non-majors) (spring)</td>
</tr>
<tr>
<td>(can be taken on-line)</td>
</tr>
<tr>
<td>Contemplative Practice</td>
</tr>
<tr>
<td>Ecopsychology Elective</td>
</tr>
</tbody>
</table>

Choose one of the following:

| PSY 551 Ecopsychology (fall and spring) | 2 |
| (can be taken on-line)                 |   |
| ENV 520 Deep Ecology in Context (fall and spring) | 3|
| (can be taken on-line)                 |   |

Choose one of the following:

| PSYT 534 Basic Counseling Skills (for non-psychology majors) (spring) | 3 |
| PSYT 611 Counseling Relationship I (fall) or                         |   |

If the counseling requirement has been met, choose one of the following:

| REL 515E Buddhism & Social Action (fall and spring) | 3 |
| (can be taken on-line)                               |   |
| NCCZ 300 Engaging the World (fall)                  | 3 |

**TOTAL CREDITS**

16

<table>
<thead>
<tr>
<th>ADDITIONAL ECOPSYCHOLOGY COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naropa University offers a number of courses related to ecopsychology each year at the undergraduate and graduate levels. The following courses offer training in ecology, psychology, ecopsychology theory and practice, ecotherapy, wilderness experience, earth-centered spirituality, and other areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECO 510 Field Ecology I:</td>
<td></td>
</tr>
<tr>
<td>Biology &amp; Plant Ecology (fall)</td>
<td>3</td>
</tr>
<tr>
<td>ENV 563 Indigenous Peoples &amp; Environmental issues (fall)</td>
<td>3</td>
</tr>
<tr>
<td>ENV 555 Environmental Justice (fall)</td>
<td>3</td>
</tr>
<tr>
<td>ENV 570 Human Nature Contract (fall)</td>
<td>2</td>
</tr>
<tr>
<td>ENV 630 Transforming Systems (fall)</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 516 Contemplative Mountaineering (fall)</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 520 Psychology of Wilderness Experience (summer)</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 530 Journey to the Source (summer)</td>
<td>2</td>
</tr>
</tbody>
</table>
MA GERONTOLOGY

“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 is to provide professional and contemplative education and training for students who wish to serve as managers and administrators of the many types of organizations that make up the field of aging.

Naropa’s unique emphasis on contemplative education and practice sets it apart from other gerontology programs. At Naropa, contemplative education pays equal attention to the student’s inner development as a whole human being and to the need to master knowledge and skills required to be an effective professional. Contemplative education is holistic. It 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 meet the unique needs of elders. By combining holistic contemplative education with basic knowledge and skills, the Master of Arts in gerontology can empower students to lead organizations and programs effectively in a period of rapid change.

Working in the field of aging involves a combination of services to people in their elder years, ranging from disabled elders living in institutional settings to well elders living independently in the community. Services can be provided in many types of contexts, including in-home care programs, group homes, assisted living facilities, continuing care retirement communities, nursing homes, adult day services, senior centers, centers for spiritual eldering, and case management organizations.

The field of aging is one of the fastest growing segments of our economy. Over the coming decades, the rapid growth of the older population needing services will require a reallocation of resources, an enormous realignment of the workforce, and the development of many new organizations to provide services in a wide variety of settings. This expansion will increase the demand for managers with a solid understanding of how to provide services that are effective and compassionate for both clients and staff.

PROGRAM FACULTY

Dr. Robert C. Atchley, past-president of the American Society on Aging and a leading figure in gerontology, is chair of the program. The 14 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 MA gerontology program are small and the atmosphere is 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 the field.

Naropa University has developed a diverse array of internship sites that represent all of the types of organizations that currently serve elders. 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-Schalomi, author of From Age-ing to Age-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.

REQUIREMENTS AND CURRICULUM

In order to earn the Master of Arts degree in gerontology, students are required to complete either a 40 credit-hour track in program leadership or a 42 credit-hour track in long-term care management. Both tracks include an 800-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 long-term care management track qualify to sit for licensure as a nursing home administrator in the State of Colorado.

The program is completed on a 16 or 20-month schedule, but it may also be done on a part-time schedule approved by an academic advisor.

Alongside their course work and internship experiences, each student engages in a contemplative practice, such as meditation, yoga, t'ai-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.

PROGRAM LEADERSHIP IN THE FIELD OF AGING

This concentration prepares students to work as members of a leadership team in a wide variety of types of organizations, including area agencies on aging, senior centers, centers for creative retirement, centers for spiritual eldering, case management organizations, and a host of others. To compete successfully for jobs in this expanded field, students need education that includes: 1) basic courses on the physical, psychological, and social aspects of aging, 2) courses on how to administer programs, 3) courses about the nature of the field of aging, and 4) courses focused on a specific sector of the field of aging, such as working with elders in educational programs. In addition, students need field experience and professional seminars to learn how to integrate what they have learned in class and in their personal journeys with the realities of the specific sector of the field in which they wish to work. Finally, students are required to complete a master's paper that demonstrates their ability to do administrative work.

Suggested Courses, 16-month Program

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year, fall</td>
<td></td>
</tr>
<tr>
<td>GER 600 Contemplative Aspects to Aging</td>
<td>2</td>
</tr>
<tr>
<td>GER 610 Concepts of Management</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 748 Psychology of Aging</td>
<td>2</td>
</tr>
<tr>
<td>GER 640 Aging and Health</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>11</strong></td>
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<tr>
<td>First year, spring</td>
<td></td>
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<tr>
<td>GER 650 Contemplative Approaches to Eldercare</td>
<td>3</td>
</tr>
<tr>
<td>GER 647 Social Aspects of Aging</td>
<td>2</td>
</tr>
<tr>
<td>GER 580 Death and Loss</td>
<td>2</td>
</tr>
<tr>
<td>GER 800 Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>12</strong></td>
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<tr>
<td>Summer</td>
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<tr>
<td>GER 570 Working with Elders in the</td>
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<tr>
<td>Creative Process</td>
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</tr>
<tr>
<td>GER 850 Internship</td>
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</tr>
<tr>
<td>GER 730 The Aging Network</td>
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<tr>
<td>GER 800 Professional Seminar</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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<tr>
<td>Second year, fall</td>
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<tr>
<td>GER 670 Public Policy</td>
<td>2</td>
</tr>
<tr>
<td>GER 880 Masters Paper</td>
<td>1</td>
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<tr>
<td>GER 850 Internship</td>
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<tr>
<td>GER 800 Professional Seminar</td>
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</tr>
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<td>Elective</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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</tbody>
</table>

Elective credits are required.

Note: Graduate students must have a minimum of six credits each semester to be eligible for financial aid; nine credits are considered full time.
LONG-TERM CARE MANAGEMENT
This concentration prepares students to work as managers or administrators of programs that provide long-term care services to elders, including nursing facilities, home care programs, adult day service programs, hospices, assisted living facilities, and adult board and care facilities. To work effectively in this field requires course work in: 1) program management, including general, financial, human resources, facilities, and operations management, 2) long-term care systems, including long-term care modes and delivery systems, ethical and legal aspects of long-term care, and long-term care policy, 3) contemplative approaches to service, including contemplative approaches to eldercare and working with elders in the creative process. In addition, students need internships and professional seminars to integrate their classroom learning and their personal journeys with their experiences in specific long-term care settings. Finally, students are required to complete a master's paper that demonstrates their ability to do administrative work in long-term care.

Suggested Courses, 20-month program

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>First year, fall</strong></td>
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</tr>
<tr>
<td>GER 600 Contemplative Aspects to Aging</td>
<td>2</td>
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<tr>
<td>GER 610 Concepts of Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 620 Long-Term Care Delivery Systems</td>
<td>2</td>
</tr>
<tr>
<td>GER 630 Managerial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 748 Psychology of Aging</td>
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<td><strong>SUBTOTAL</strong></td>
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<tr>
<td><strong>First year, spring</strong></td>
<td></td>
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<tr>
<td>GER 650 Contemplative Approaches to Elder Care</td>
<td>3</td>
</tr>
<tr>
<td>GER 647 Social Aspects of Aging</td>
<td>2</td>
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<tr>
<td>GER 680 Financial Aspects of Long Term Care</td>
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<tr>
<td>GER 800 Professional Seminar</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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</tr>
<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>GER 570 Working with Elders in the Creative Process</td>
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<tr>
<td>GER 800 Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GER 850 Internship</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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</tr>
<tr>
<td><strong>Second year, fall</strong></td>
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</tr>
<tr>
<td>GER 640 Aging and Health</td>
<td>2</td>
</tr>
<tr>
<td>GER 670 Public Policy</td>
<td>2</td>
</tr>
<tr>
<td>GER 740 Human Resources Management</td>
<td>2</td>
</tr>
<tr>
<td>GER 750 Legal &amp; Ethical Environments of Long Term Care</td>
<td>2</td>
</tr>
<tr>
<td>GER 800 Professional Seminar</td>
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</tr>
<tr>
<td>GER 850 Internship</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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</table>

**Second year, spring**

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>GER 580 Death and Loss</td>
<td>2</td>
</tr>
<tr>
<td>GER 850 Internship</td>
<td>3</td>
</tr>
<tr>
<td>GER 880 Master's Paper</td>
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</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
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</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
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</tbody>
</table>

Elective credits are optional.
Graduate students must have a minimum of six credits each semester to be eligible for financial aid; nine credits are considered full time.

Graduate Certificate and Emphasis Programs in Gerontology
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 care giving and management. We welcome those out in the field who would be enriched by our two certificate programs: gerontology and long-term care or long-term care management.

For Naropa graduate students who want a systematic curriculum in program-management skills, we offer an emphasis in contemplative management for the human services.

All three programs are comprised of courses that are currently offered as part of our Master of Arts program. We have added a new two-credit field placement course that provides supervised experience in settings where long-term care services are provided.

(See “Certificate” section in the catalog for a full outline of courses.)
MA PSYCHOLOGY: CONTEMPLATIVE PSYCOHERAPY

“Buddhist psychology is based on the notion that human beings are fundamentally good. Their most basic qualities are positive ones: openness, intelligence and warmth.”

– Chögyam Trungpa, Rinpoche

CLINICAL TRAINING ROOTED IN BUDDHIST TEACINGS

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 come 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 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 a month at maitri.

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 that 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 final group 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 that 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 that marks the students' entering the psychotherapeutic field as 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 Master of Arts psychology: contemplative psychotherapy program has been in existence for more than 25 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, not at all. 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 a month at maitri in the first and second years, and about a week at maitri in the spring of the third year.

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 mairst 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.

1. Addictions Recovery Center  
2. Alternative Homes for Youth  
3. Arapahoe Mental Health Center  
4. Avista Hospice  
5. Boulder County Department of Social Services: Child Protection Team  
6. 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  
7. Boulder County Safehouse  
8. Colorado AIDS Project  
9. Contemplative Team Model Internship  
10. The Counseling Center  
11. Eagle Lodge Inc.  
12. The Gathering Place  
13. Health Department of Boulder County:  
   Inpatient Detox Facility  
   Outpatient Substance Abuse Program  
   Intensive Teen Outpatient Program  
   Prevention & Intervention Program  
14. Jefferson County Mental Health Center  
15. The Mental Health Corporation of Denver  
16. Pastoral Care Services  
17. Porter Ranch Hospital  
18. Qualife  
19. University of Colorado:  
   Multicultural Counseling Center  
   Employee Assistance Program  
20. Veteran's Center

**REQUIREMENTS**

The MA 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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>First year, fall semester</strong></td>
<td></td>
</tr>
<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>
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<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>
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<td>PSYC 738 Psychopathology II: Psychosis</td>
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<td>PSYC 748 Psychology of Aging</td>
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<td>PSYC 798 Theory and Practice of Group Psychotherapy</td>
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<td>PSYC 742 Diversity Awareness Weekend</td>
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<td>PSYC 709 Meditation Practicum V</td>
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<td>PSYC 788 Therapeutic Relationships III</td>
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<td>PSYC 808 Field Placement I</td>
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<td>PSYC 818 Clinical Tutorial I</td>
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Third year, spring semester

PSYC 729 Group Process VI 1
PSYC 739 Meditation Practicum VI .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 .5
SUBTOTAL 9.5
TOTAL CREDITS 63

Other Requirements

Meditation Practice

Students participating in the contemplative psychotherapy program are required to maintain a regular, on-going 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 "nyintun" 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 Master of Arts contemplative psychotherapy community.

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 that 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 Podvoll, and by Tibetan Buddhist scholar and meditation master, Chogyam Trungpa, Rinpoche. Volume IX is the most recent edition.

Friendship House

Now in its thirteenth 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
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.
MA SOMATIC PSYCHOLOGY

"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

MA, SOMATIC PSYCHOLOGY:
DANCE/MOVEMENT THERAPY

MA, 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 Master of Arts 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 assist that individual in meeting state requirements.

Students in both degree programs take a series of core curriculum classes together. These include body-based and movement-oriented skills and theories courses, internship and clinical preparatory courses and licensure preparatory courses. Each program also has several specialization classes in its own discipline. If attending the program full-time, the curriculum is five semesters long. Part-time study is also available. The recommended and most frequent completion time for both degree programs is three years, but can be completed in two and a half.

The Somatic Psychology program has five areas of study. 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. It also exposes the student to the scientific underpinnings of somatic psychology, originating from the fields of biopsychology, neurology, and psychoneuroimmunology (PNI). 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 and how they are woven into somatic psychotherapy. 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 posture, gesture, 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 MA IN SOMATIC PSYCHOLOGY: DANCE/MOVEMENT THERAPY**

<table>
<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>PSYS 657 Theories of Somatic Psychology</td>
<td>3</td>
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<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>
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<tr>
<td>PSYS 617 Contemplative Practice Elective – sitting</td>
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<tr>
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<td>PSYS 656 Somatic Counseling Skills II</td>
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<tr>
<td>PSYS 687 Clinical Orientation</td>
<td>2</td>
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<tr>
<td>PSYS 726 Movement Observation and Assessment</td>
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<tr>
<td>PSYS 637 Somatic Psychodynamics</td>
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<td>PSYS 693 Group Skills In Dance/ Movement Therapy</td>
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<td>PSYS 716 Family System Skills</td>
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<td>PSYS 607 Clinical Process: Somatic Psychopathology</td>
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<td>PSYS 736 Methods of Psychotherapy</td>
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<tr>
<td>PSYS 826 Dance Therapy Internship Seminar I A</td>
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<td>PSYS 816 Dance Therapy Internship Placement I A 2</td>
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<td>PSYS 756 Moving Through Birth and Death</td>
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<td>PSYS 647 Relationship, Sexuality and Couples Therapy</td>
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<td>PSYS 876 Dance Therapy Internship Seminar II A</td>
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In order to complete the program in five semesters, each 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 PSYS 881, Extended Thesis, and/or PSYS 887, Extended Internship Placement, until graduation.

**Recommended Electives:**

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<th>Course</th>
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<tr>
<td>PSYS 646 Meditation and Psychotherapy (fulfills sitting meditation requirement)</td>
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<tr>
<td>PSYS 676 Dreamwork in Somatic Psychotherapy</td>
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<tr>
<td>PSYS 516 Contemplative Mountaineering</td>
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<tr>
<td>PSYS 605 Authentic Movement</td>
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<td>PSYS 557 Somatic Dance</td>
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<td>PSYS 702 Somatic Developmental Psychotherapy</td>
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<td>PSYS 722 Trauma in the Body</td>
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**FIVE SEMESTER PLAN FOR THE MA IN SOMATIC PSYCHOLOGY: BODY PSYCHOTHERAPY**

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<td>PSYS 657 Theories of Somatic Psychology</td>
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<td>PSYS 806 Somatic Counseling Skills I</td>
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<td>PSYS 626 Foundations of Body Psychotherapy</td>
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<td><strong>First year, spring</strong></td>
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<td>PSYS 656 Somatic Counseling Skills II</td>
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<td>PSYS 687 Clinical Orientation</td>
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<td>PSYS 621 Bodymind Observation and Assessment</td>
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<td>PSYS 685 Group Therapeutic Skills In Body Psychotherapy</td>
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Academic Programs: Somatic Psychology Department 109
Second year, spring

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                                      1.5
PSYS 767  Group Process IV                                      0
SUBTOTAL                                                      10.5

Third year, fall

PSYS 856  Professional Preparedness                             2
PSYS 707  Multicultural Issues                                  2
PSYS 837  Thesis Seminar II                                     3
Electives                                                      3
SUBTOTAL                                                        7.5
TOTAL CREDITS                                                   60

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 the thesis and clinical practicum after completing the required course work, the student must be enrolled in PSYS 881, “Extended Thesis,” and/or PSYS 887, “Extended Internship Placement,” until graduation.

Recommended Electives

PSYS 646  Meditation and Psychotherapy
          (fulfills sitting-meditation requirement)                  2
PSYS 676  Dreamwork in Somatic Psychotherapy                    2
PSYS 516  Contemplative Mountaineering
          (fulfills 1 credit of moving-practice requirement)        1
PSYS 505  Authentic Movement
          (fulfills 2 credits of moving-practice requirement)       2
PSYS 557  Somatic Dance                                        2

Students are encouraged to engage in sitting meditate for three hours per week throughout their programs and to work with a meditation instructor during this entire time.

The group process course is a non-credit, 90-minute 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 856 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 for the student to graduate.

PREREQUISITE COURSEWORK

All prerequisites must have been completed within the last 10 years and you must have received a grade of "C" or above for any coursework. All prerequisites are to be completed at accredited academic institutions for credit. All prerequisites should be completed prior to entry to the program and lack of completion will affect your acceptance. Under some circumstances students will be accepted with one deficient prerequisite, in these cases a contract designating a new completion deadline is signed between the student and department. Lack of completion will affect student status and could prevent course registration. Courses include: anatomy, kinesiology, introduction to psychology, and abnormal psychology. Each class must be 3 credit hours (45 contact hours).

Note: If you have taken coursework at an unaccredited massage school in anatomy and physiology or in kinesiology, please contact the department for approval of these courses.

Additional prerequisites required for dance/movement therapy students include: coursework in dance history, intermediate competency in modern dance, in-depth experience with three additional dance forms; improvisation, composition, choreography, and performance.

Additional prerequisites required for body psychotherapy students include a certificate of training (minimum 400 hours) in an approved mind-body discipline.
MA 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 Examination and qualifies them to work in agencies or private practice.

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 survey the interplay between psychology and spiritual paths, provide training in moment-to-moment awareness and the development of compassion, and introduce various body awareness disciplines. We expect students to maintain a contemplative practice while enrolled in the program.

Examples of Transpersonal/Contemplative Courses:

- 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 Practicum I: Cultivating Awareness
- PSYT 770: Meditation Practicum II: Developing Compassion

Body Awareness electives include t'ai 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:

- 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.

Academic Programs: M.A., Transpersonal Counseling Psychology 111
Clinical training courses:

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

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 MA 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 foundaion studies with the internship experience. The actual length of the internship may vary between nine months and one year.

A list of some of the Boulder-Denver area agencies which have participated in the field placement program includes:

- 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
- Mano Driste 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
- QualLife 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
- QualLife 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 MA 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. With 120 direct-contact hours of studio art, mindfulness practice training and a well-rounded art therapy and counseling psychology
curriculum, students form a unique professional identity. A program graduate has completed the necessary requirements to pursue credentials with both the American Art Therapy Association and as a licensed professional counselor.

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, nine credits of contemplative studies, and two credits of electives. The music therapy program must be completed in either three or four years.

REQUIREMENTS FOR THE TRANSPERSONAL COUNSELING PSYCHOLOGY MA

The MA 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.

The program requires a total of 60 credit hours, distributed among the following:

<table>
<thead>
<tr>
<th>Fall, First Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 621 Psych. of Meditation I: Mindfulness Training</td>
<td>3</td>
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<tr>
<td>PSY 611 Counselling Relationship I: Techniques and Practice</td>
<td>3</td>
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<td>PSY 610 Human Development</td>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
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<tr>
<td>PSY 661 Counselling Relationship II: Lifestyles and Career</td>
<td>3</td>
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<tr>
<td>PSY 710 Family Systems</td>
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<td>PSY 770 Meditation Practicum I: Cultivating Awareness</td>
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<td>PSY 671 Psych. of Meditation II: Applications to Counseling</td>
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<td>PSY 601 Gestalt Awareness I</td>
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<tr>
<td>PSY 700 Research and Statistics</td>
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<td>PSY 580 Group Dynamics and Leadership</td>
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<td>PSY 651 Gestalt Awareness II</td>
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<tr>
<td>PSY 770 Meditation Practicum II: Developing Compassion</td>
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<td>PSY 714 Multicultural Issues in Therapy</td>
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<td>PSY 800 Field Placement I (Internship)</td>
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<td>PSY 850 Field Placement II (Internship)</td>
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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 24 credits of transpersonal counseling psychology and contemplative studies, two 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>
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<tbody>
<tr>
<td>PSY 621 Psychology of Meditation I: Mindfulness Training</td>
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<tr>
<td>PSY 611 Counseling Relationship I: Techniques and Practice</td>
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<tr>
<td>PSY 634 History and Theory of Art Therapy</td>
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<td>PSY 604 Art Therapy Skills I</td>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
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<td>PSY 661 Counseling Relationship II: Lifestyles and Career</td>
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<td>PSY 654 Art Therapy Skills II: Transpersonal</td>
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<td>PSTT 714 Multicultural issues in Therapy</td>
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<td>PSY 720 Medication Practicum I: Cultivating Awareness</td>
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<td>PSY 704 Art Therapy Skills III: Group</td>
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<td>PSY 734 Child/Adolescent Development &amp; Art Therapy</td>
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<td>PSY 624 Art Therapy Studio: Process and Materials</td>
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<td>PSY 710 Family Systems</td>
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<td>PSY 754 Art Therapy Skills IV: Adult Special Populations</td>
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<td>PSY 764 Art Therapy Clinical Observation</td>
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<td>PSY 770 Meditation Practicum II: Developing Compassion</td>
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<td>PSY 824 Internship Studio Methods I</td>
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<td>PSY 854 Field Placement II: Art Therapy (Internship)</td>
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<td>PSY 844 Internship Studio Methods II</td>
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<tr>
<td>PSY 880 Master's Paper Seminar II Elective(s) and/or Body Awareness</td>
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**TOTAL ART THERAPY CREDITS** 33
**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.

### ADDITIONAL PREREQUISITES AND REQUIREMENTS:

#### 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

- PSY 621 Psychology of Meditation I: Mindfulness Training  
  Credits: 3
- PSY 610 Human Development  
  Credits: 3
- PSY 605 Counseling Relationship IV  
  Credits: 3
- PSY 625 Music Therapy: Techniques & Practice  
  Credits: 3
- SUBTOTAL 11

### Spring, First Year

- PSY 770 Meditation Practicum I: Cultivating Awareness  
  Credits: 1
- PSY 670 Transpersonal Psychology  
  Credits: 3
- PSY 525 Music Therapy Institute  
  Credits: 1
- PSY 655 Counseling Relationship IV  
  Music Therapy: Lifestyles & Career  
  Credits: 3
- PSY 725 Music Therapy: Special Populations  
  Credits: 3
- SUBTOTAL 11

### Fall, Second Year

- PSY 700 Research and Statistics  
  Credits: 2
- PSY 671 Psychology of Meditation II: Applications to Counseling  
  Credits: 2
- PSY 680 Group Dynamics and Leadership  
  Credits: 3
- PSY 715 Music Skills  
  Credits: 2
- PSY 705 Music Therapy Practicum I  
  Credits: 2
- SUBTOTAL 11

### Spring, Second Year

- PSY 660 Clinical Assessment  
  Credits: 3
- PSY 700 Meditation Practicum II: Compassion  
  Credits: 1
- PSY 710 Family Systems  
  Credits: 3
- PSY 732 Clinical Improvisation  
  Credits: 2
- PSY 714 Multicultural Issues in Therapy  
  Credits: 1
- PSY 735 Music Therapy Practicum II  
  Credits: 1
- PSY 525 Music Therapy Institute  
  Credits: 1
- SUBTOTAL 12

### Fall, Third Year

- PSY 815 Professional Seminar & Ethics I: Music Therapy  
  Credits: 2.5
- PSY 839 Music Therapy Master's Paper I  
  Credits: .5
- PSY 805 Music Therapy Field Placement I: (Internship)  
  Credits: 3
  Body Awareness  
  Credits: 2
  Electives  
  Credits: 0-2
- SUBTOTAL 8-10

### Spring, Third Year

- PSY 865 Professional Seminar & Ethics II: Music Therapy  
  Credits: 2.5
- PSY 849 Music Therapy Master's Paper II  
  Credits: .5
- PSY 855 Music Therapy Field Placement II: (Internship)  
  Credits: 3
  Electives  
  Credits: 0-2
- SUBTOTAL 6-8
- TOTAL MUSIC THERAPY CREDITS 32
- TOTAL CREDITS 61

### MA TRANSPERSONAL PSYCHOLOGY

Naropa University has proposed a new Master of Arts degree in transpersonal psychology. It is currently pending approval and accreditation. As proposed, this two-year, 36-semester-hour program will be delivered primarily online. All of the courses in the program, with the exception of two residential intensives, are internet-based. One-week residential intensives on Naropa's Boulder campus each summer will complement the program's distance education components.

### PURPOSE AND CURRICULUM

The Master of Arts in transpersonal psychology will prepare students in the theoretical and experiential aspects of transpersonal psychology. It is not a clinical or counseling degree and will not prepare students for licensing in clinical or counseling psychology. It may be applied in a number of areas, including education, social services, health care, organizational development, and business, as well as in students' own development. Those who already have professional clinical or counseling training and credentials may use this degree to expand their understanding and practice.

### The proposed curriculum includes

1. Required courses on foundations, theories, and applications of transpersonal psychology including "Transpersonal Psychology I: Foundations and Central Concepts" and "Transpersonal Psychology II: Theorists and Applications.

2. Required courses in meditation practice, reflecting foundations in the integration of academic rigor with contemplative practice including "Meditation Practicum I and II.

3. Elective courses and opportunities for self-designed coursework in a variety of areas related to transpersonal psychology, including electives now available such as "Ecopsychology," "Diamond Approach," "Aging and the Human Spirit," "World Wisdom," and "Theories of Somatic Psychology.

4. Two one-week residential intensives centering on Naropa's annual summer transpersonal psychology conference. These intensives will include community building among students and faculty in the program and exploration of transpersonal practices and issues.

5. Two capstone courses applying transpersonal psychology in areas chosen by the student. "Transpersonal Service Learning" is a course in which students learn by practicing transpersonal service. "Masters' Paper Seminar" requires a written master's paper on a topic in transpersonal psychology chosen by the student.

For updates on the proposed program's status, visit Naropa's web site [http://www.naropa.edu].
MFA WRITING
AND POETICS

"Always treat language like a dangerous toy."
– Anselm Hollo, faculty

THE JACK KEROUAC SCHOOL
OF DISEMBODIED 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, 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, and perhaps extending this into teaching, editing, or publishing. Our curriculum is designed for students willing to explore writing as an imaginable discipline, developing the skills and attention that will enable them to, as Chogyam Trungpa, Rinpoche said, "write their minds on a piece of paper" 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, and the Story Magazine competition. Work from Naropa Writing and Poetics graduates has appeared in American Poetry Review, Exquisite Corpse, Harpers, 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 PhD programs in various fields.

Curriculum

The Master of Fine Arts in writing and poetics has a curriculum that 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

During Naropa's Summer Writing Program, many guest writers join the year-round faculty and students in a four-week program of workshops, lectures, faculty-student interviews, readings, performances, and panel discussions. Students are exposed to a wide range of contemporary cultural topics, and experiment with compositional methods. Weekly topics explored in recent years include eco-poetics and bioregionalism, investigative poetics, contemporary Latin American writing, gender poetics, and writing in performance.

Prerequisites

The Master of Fine Arts in writing and poetics is a full-time, two-year graduate degree program. An undergraduate Bachelor of Arts degree is a prerequisite for admission.

Requirements

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 MFA 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 the "Final Manuscript Guidelines" available at the Writing and Poetics Office. The MFA program is open 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 Master of Fine Arts 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

MFA 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, halibun, 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

MFA 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, autobiographical prose, drama, screenplays, and videos are used to illustrate narrative technique. Workshops encourage student peer-critique and develop editing skills and an informed vocabulary for group discussion.

CURRICULUM

Writing Workshops

Writing workshops are semester-long courses in creative writing. They consist of the practice of poetry, the practice of fiction, and the practice of translation. 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.

Writing and poetics workshops are semester-long, three-credit-hour courses; in other programs the term "workshop" may indicate a single weekend course. A 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


Elective Courses

Students have an 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 practices are offered within the Writing and Poetics Department as elective courses.

Contemplative Requirement

MFA students must take three credit hours from the courses listed as fulfilling the contemplative course requirement. There are a variety of courses available that 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 that 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).

MANUSCRIPT

In their last semester, Master of Fine Arts students submit a final manuscript consisting of a creative manuscript (64 to 90 pages of poetry; 90 to 125 pages of prose), and a critical thesis of 25 to 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 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 manuscript extension is permitted (see below).

Critical thesis topic proposals must be submitted and approved in the semester prior to the manuscript semester. Submission deadlines are available at the Writing and Poetics Office.
EXTENDED MANUSCRIPT

Graduate students may register for a 0.5 credit hour "Extended Manuscript Semester" (WRI 881) if their work on the final manuscript and critical thesis receives a grade of SP (satisfactory progress). A writing and poetics 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."

Manuscript Incomplete/Failure (IF) Policy

Writing and Poetics Department does not allow a grade of incomplete/failure (IF) 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 allowed. A grade of VW (incomplete/withdrawal) will be given only in the case of medical or family emergency. For more information please see the "Naropa Degree Student Handbook."

REQUIRED COURSES

The Master of Fine Arts in writing and poetics requires a total of 49 credit hours distributed among the following courses:

Summer Writing Program

WRI 651-654  Summer Writing Program I
WRI 751-754  Summer Writing Program II
16 credit hours

Writing Workshops

Choose nine credits from the following

(All classes are three credits)

WRI 502  Practice of Translation
WRI 521  The Expository Essay
WRI 610A  Practice of Poetry: The Poem & The Journal
WRI 610B  Practice of Poetry: Studies in Poetry and The Creative Imagination
WRI 613A  Creative Reading & Writing: The Word, Image and Book
WRI 613B  Creative Reading & Writing: Sequences
WRI 621A  Practice of Fiction: Toward Accumulating a Larger Text
WRI 6218  Practice of Fiction: Building Blocks
WRI 710A  Practice of Poetry: Your Works!
WRI 710B  Practice of Poetry: Poetic Alchemical Lab
WRI 713  Creative Reading & Writing: TBA
WRI 715A  Practice of Fiction: Narrative/Transition
WRI 715B  Practice of Fiction: Bad Business, California Noir n’ Nasty

Literature Courses

Choose nine credits from the following

(All classes are three credits)

WRI 502  Practice of Translation
WRI 503  Literature Seminar: Postmodern U.S. Poetry
WRI 504  Literature Seminar: Ancient World Literature
WRI 505  Trends in Contemporary Literature: Introduction to Critical Theory
WRI 510  Literature Seminar: The Harlem Renaissance, A Survey
WRI 521  The Expository Essay
WRI 525  Trends in Contemporary Literature: Introduction to Feminist Criticism
WRI 580  Eco-Lit
WRI 613A  Creative Reading & Writing: The Word, Image and Book
WRI 613B  Creative Reading & Writing: Sequences
WRI 713  Creative Reading & Writing: TBA
WRI 718  MFA Literature Seminar: The Cantos of Ezra Pound

Electives offered by the Writing and Poetics Department

Choose six credits from the following

WRI 506W  Poetry Practicum: Rhizomic Poetics 1
WRI 509W  A Writer's Practicum: Designing A Writing Workshop 2
WRI 526W  Poetry Practicum: Small Press 1
WRI 527W  Prose Practicum 1
WRI 581  Project Outreach 1-3
WRI 582  Letterpress Printing: The Well-Dressed Word 3
WRI 583  Letterpress Printing: First Impressions 3
WRI 700  Tutor Seminar – must apply 2
WRI 705  Writing Pedagogy 1, optional credit

Contemplative Courses

Choose three credits

See courses listed in the Field Guide that satisfy contemplative requirements.

WRI 880  Final Manuscript 6 credits
WRI 881  Manuscript 6 credits
WRI 881  Extended Manuscript (.5 cr)

TOTAL CREDITS 49
WRITING AND POETICS
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 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 Master of Fine Arts 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 techniques using distributable type on both platen or proof presses. The print shop adds a fine crafts dimension to the writing and poetics course offerings. 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 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 art concerts, readings by faculty and guest writers, and the 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, as well as project outreach and eco-lit journals. Independent, short-run publishing projects are frequently initiated by students.
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 on Naropa’s main campus. Founded in 1974 by poets Anne Waldman and Allen Ginsberg, the program offers both credit and noncredit 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 “outlier” 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 intensely 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 passcard admits them to all other weekly events. Each week has a separate focus. Past weekly themes have included “Black Mountain School,” “Eco-poetics,” “San Francisco Renaissance” publishing, “Investigative poetics,” “Beat Literary Generation,” “New Directions in Experimental Writing,” “Politics of Identity,” “Queer Theory and Gender,” “Prose Poetry,” “New York School,” “Language Poetry,” “Ethnopoetics,” “Performance, Politics and Community,” and 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 ATTENDANCE

There are a number of credit and noncredit options available:

Students Enrolled in the Writing and Poetics Department

For Master of Fine Arts prose or poetry students enrolled in Naropa University’s Writing and Poetics Department, the Summer Writing Program is a required third semester. Two four-week programs are required to complete the writing and poetics requirements. At the MFA level, the program consists of eight graduate credits, at two credits per week, which cumulates in 16 total credits over two summers. Matriculated MFA students pre-register for the Summer Writing Program in the spring of each year. New students beginning in the summer pre-register through the mail in the spring of each year.

Bachelor of Arts students matriculated in the writing and literature degree program are able to pre-register for the Summer Writing Program in the spring of each year. While the program is not required for the BA writing program, students are strongly urged to take advantage of the opportunity to join the summer’s community of teachers and artists. At the undergraduate level, the program is offered for six credits, at 1.5 credits per week. BA students may register for one, two, three or all four weeks of the program. While incoming BA writing and literature students are not allowed to begin their degree program in the summer, they may elect to take the program for noncredit.

Students Enrolled at Naropa University

Naropa students pursuing degrees in other departments are also invited to join the writing community for one, two, three or all four weeks of the program. For each week attended, undergraduate students receive 1.5 undergraduate credits per week and graduate students receive two credits. All credit students may pre-register during the spring semester.
STUDENTS ENROLLED AT OTHER SCHOOLS

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 that will transfer back to their school. Visiting students apply to the program through the Admissions Office and register by mail in the spring of each year. Visiting students may register for one, two, three or all four weeks of the program. The total number of credits that can transfer vary according to each school.

STUDENTS NOT CURRENTLY ENROLLED AT OTHER SCHOOLS

Student who are not currently enrolled in an academic program in any school may be eligible to take the Summer Writing Program for BA or MFA credit. These students must contact the Admissions Office about admission to the visiting students program.

NONCREDIT

Each summer, many students elect to attend the Summer Writing Program as noncredit participants. This is by far the least expensive option and noncredit students are entitled to attend almost all of the classes and all of the readings, panels, lectures and events as degree-seeking students. The noncredit option is available for one, two, three or all four weeks of the program, and noncredit students register through the mail using the SWP section of the Naropa School of Continuing Education summer catalog. This option is popular with nontraditional students and prospective Naropa students who want to get a feel for the kind of writing being done here.

THE SUMMER WRITING PROGRAM MAGAZINE

As a unique way to document each summer's community, at the end of the program a group of students editors put together a collection of work written during the program. Each student attending the Summer Writing Program is invited to submit one to two pages of work for inclusion in the magazine. Copies of this magazine are available through the SWP Office.

ORIENTATION

The Summer Writing Program holds orientation events during the five days prior to the start of the program. These events are for all students, credit and noncredit, especially those planning on attending all four weeks of the program. For new and returning students who plan to take the program for college credit, attendance at orientation events is mandatory. For more information about the events scheduled during orientation, please contact the SWP coordinator.

SUMMER WRITING PROGRAM SCHOLARSHIPS

The Ted Berrigan Award is available annually. The scholarship is awarded to a second-year Naropa University, Master of Fine Arts student who is concentrating in poetry. The scholarship covers the full MFA tuition for all four weeks of the program. Applications are distributed and collected by the SWP Office in March of each year and applicants are chosen by core faculty.

The Jack Kerouac Award is available annually. The scholarship is awarded to a second-year Naropa University, Master of Fine Arts student who is concentrating in prose. The scholarship covers the full MFA tuition for all four weeks of the program. Applications are distributed and collected by the SWP Office in March of each year and applicants are chosen by core faculty.

Zora Neale Hurston Awards are available annually. These two scholarships are awarded to either MFA, BA or noncredit students of color. Scholarships are open to Naropa and non-Naropa students. Awards cover full credit tuition for all four weeks of the program. Additional funds for housing may be available. Applications are distributed and collected by the SWP Office in March of each year and applicants are chosen by core faculty.

The Institute of American Indian Arts Award is available annually. This scholarship is awarded to a Bachelor of Arts student enrolled at the Institute of American Indian Arts in Santa Fe. Scholarship covers full the full BA tuition for all four weeks of the program. Additional funds for summer housing may be available. Applications are distributed and collected by the Institute of American Indian Arts and applicants are chosen by IAIA faculty.

The William Burroughs Award is funded privately and offered to a student of the work of William Burroughs who attends Naropa University. For application and procedures please contact the SWP Office.

The Aimee Geunburger Award is funded privately and is awarded to a female Naropa University student who is over 30 and demonstrates excellence in the field of poetry. For application and procedures please contact the SWP Office.

Academic Programs: Summer Writing Program 121
NAROPA OAKLAND
CREATION SPIRITUALITY MLA
(BRANCH CAMPUS LOCATED IN OAKLAND, CALIFORNIA)
MLA CREATION SPIRITUALITY

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 revaluation 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 formats. One is a nine-month, full-time schedule. The other format 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 fall or spring semesters. Extended part-time options are available in both programs.

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.

NINE-MONTH WEEKDAY 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. Seminars are classes that engage 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.

REQUIRED COURSES

Fall semester, 2001
First year, full-time

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td>CSP 600 Creation Spirituality Intensive (2 weeks)</td>
<td>3</td>
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<tr>
<td>CSP 601 Creation Spirituality/ Cosmology Overview</td>
<td>2</td>
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<tr>
<td>CSP 603 Core Readings &amp; Public Events</td>
<td>1</td>
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<tr>
<td>CSP 649 The Reinvention of Work I</td>
<td>1</td>
</tr>
<tr>
<td>CSP 700 Wilderness Experience</td>
<td>1</td>
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<tr>
<td>CSP 701 Process Group I</td>
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</tbody>
</table>

Electives

2 Seminar Courses (2 credits each) 4
2 Art-as-Meditation Courses (1 credit each) 2
1 Art of Community Building Course 1

SUBTOTAL 16

Spring semester, 2002
First year, full time

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSP 603 Core Readings &amp; Public Events</td>
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</tr>
<tr>
<td>CSP 606 Courses relating to concentrations Urban Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>CSP 716 Genealogy: Finding the Sacred Free of Your Family</td>
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<td>CSP 677 Digital Documentary Filming</td>
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<tr>
<td>CSP 608 Master's Project/Thesis</td>
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<tr>
<td>CSP 650 The Reinvention of Work II</td>
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Electives

1 Seminar Course 3
3 Art-as-Meditation Courses (1 credit each) 3
1 Art of Community Building Course 1

SUBTOTAL 16

TOTAL CREDITS 32

COURSES OFFERED

Seminar courses
Fall semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSP 615 Creation Mystics: Meister Eckhart &amp; Howard Thurman</td>
<td>1-3</td>
</tr>
<tr>
<td>CSP 6368 Ecospirituality: Earth Wisdom &amp; Wisdom Tradition</td>
<td>1-3</td>
</tr>
<tr>
<td>CSP 643 Psyche, Soul &amp; Spirit</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Core Faculty:
Charlton Burack,
Marlene DeNardo, (co-
chair),
Matthew Fox (co-chair),
Clareanzato

Adjunct Faculty:
Anita Barrows,
Dersey Blake,
Peter Brokenleg,
Daniel Buford,
Ken Butigan,
Kaleo Ching,
Adriana Diaz,
Dale Ellis,
M. Christina González,
Gina Rose Helpm,
Jaqueline B. Hayston,
Sister Jose Hobday,
Shanja Kriwanek,
Genevieve Lim,
Joanna Magy,
Michael Mansfield,
Jill Martin,
Ana Matt,
Betty McAfee,
Judith McKinnon,
Rolf Osterberg,
Russell Paul-
Ana Perez-Chistia,
Robert Rice,
Suzanne Sanger,
Davie Sherry,
Bruce Silverman,
Jeremy Taylor,
Lailah Teih,
Gayle Edenstein Watkins

Visiting Faculty:
David Abram,
Carl Anthony,
Stuart Cowan,
Neil Douglas-Klotz,
Clarisse Pinksala-Estes,
China Galland,
Theodore Rozak,
Peter Russell,
Starhawk,
Brian Swinm,
Hal Tausig,
Margaret Wheatley

Admissions Coordinator:
Aileen Donovan
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CSP 672</td>
<td>A History of Sacred Cinema</td>
<td>2</td>
</tr>
<tr>
<td>CSP 691</td>
<td>Prejudice, Culture &amp; Social Change</td>
<td>2</td>
</tr>
<tr>
<td>CSP 712</td>
<td>Indigenous Science: A Survey</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring semester</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| CSP 616     | Medieval Mystics: Hildegard of Bing 
& Julian of Norwich | 1-3     |
| CSP 639     | Feminist Awakening & Women's Spirituality | 2-3   |
| CSP 644     | Engaged Buddhism and Liberation Theology | 1-3   |
| CSP 652     | Universal Themes in Myths & Dreams   | 1-3     |
| CSP 720     | Dancing with the Missionary: Christianity, Colonization and Cultural Imperialism | 3      |
| CSP 727     | Environmental Intimacy: Earth and Mud as Primal Passage | 2      |
| **Art-as-Meditation Courses** |                                  |         |
| **Fall semester** |                                  |         |
| CSP 654     | Dancing Our Wisdom                   | 1       |
| CSP 731     | Native American Rituals              | 1       |
| CSP 735     | Journeying with the Chakras          | 1-2     |
| CSP 738     | Judy Chicago's "Dinner Party"        | 1-2     |
| CSP 740     | Introduction to Group Dreamwork      | 1       |
| CSP 743A    | Creative Body, Creative Spirit: The Ancestors | 1      |
| CSP 751     | The Camera as Illuminator and Companion | 1   |
| CSP 754     | Drum Time, Dream Time, Drama Time    | 1       |
| CSP 771     | Vipassana Meditation                 | 1       |
| CSP 772     | Spirituality, Folklore & Theater     | 1       |
| CSP 778     | Embodying Story                      | 1       |
| **Spring semester** |                                  |         |
| CSP 682     | Zen Mind, Editing Mind I             | 2       |
| CSP 711     | Cinema as Meditation                 | 2       |
| CSP 732     | Native American Traditions           | 1       |
| CSP 736     | Shabda Yoga/Yoga of Sound            | 1-2     |
| CSP 742     | Dreams and Archetypes of Authentic Gender | 1-2   |
| CSP 743B    | Creative Body, Creative Spirit: Totem Animal | 1    |
| CSP 744     | Painting as Creative Meditation      | 1       |
| CSP 745     | Dancing Sacred Texts                 | 1       |
| CSP 747     | Art of Ancestral Drama               | 1-2     |
| CSP 764A    | Ritual Theater/Creative Writing      | 1       |
| CSP 769     | Creating Rituals from the Jewish Tradition | 1    |
| **Art of Community Building Courses** |                                  |         |
| **Fall semester** |                                  |         |
| CSP 653     | Compassion Practicum                 | 1       |
| CSP 703     | Creating Techno-Cosmic Masses and Rituals | 1-2 | |
| CSP 707     | Building Community Through Celebration | 1     |
| **Spring Semester** |                                  |         |
| CSP 703     | Creating Techno-Cosmic Masses and Rituals | 1-2   |
| CSP 706     | Spirituality & Homelessness          | 1       |
| CSP 704     | Sustainable Communities               | 1-3     |
| CSP 729     | Living Wisdom Interviews             | 2       |

**Weekend of the Spirit 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 (one 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 four-to-five 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 art, sacred dance, ecospirituality, deep ecumenism and world spiritualities, and exploration of myths and dreams. A total of 32 credits is required for completion of the program including a master's project or thesis.

**Requirements**

Students must fulfill the following requirements:

- 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)

**Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSP 604W</td>
<td>Overview in Creation Spirituality I 1</td>
</tr>
<tr>
<td>CSP 605W</td>
<td>Overview in Creation Spirituality II 1</td>
</tr>
<tr>
<td>CSP 625BW</td>
<td>Mystical Poets and Creation Spirituality 1</td>
</tr>
<tr>
<td>CSP 626W</td>
<td>The Search for Common Ground: Howard Thurman 1</td>
</tr>
<tr>
<td>CSP 638W</td>
<td>The New Science and Cosmology 1</td>
</tr>
<tr>
<td>CSP 641W</td>
<td>A Postmodern View of Consciousness: Bridge Between Science and Spirit 1</td>
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<tr>
<td>CSP 645BW</td>
<td>Buddhist Studies: Bodhisattva Archetypes 1</td>
</tr>
<tr>
<td>CSP 648W</td>
<td>Integrative Seminar 1-2</td>
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<tr>
<td>CSP 649W</td>
<td>Reinvention of Work I 1</td>
</tr>
<tr>
<td>CSP 650W</td>
<td>Reinvention of Work II 1</td>
</tr>
<tr>
<td>CSP 651W</td>
<td>Spiritual Psychology 1</td>
</tr>
<tr>
<td>CSP 653W</td>
<td>Compassion Practicum 1</td>
</tr>
<tr>
<td>CSP 656W</td>
<td>Urban Spirituality: The Goddess in the City 1</td>
</tr>
<tr>
<td>CSP 664W</td>
<td>Personality, Spirituality and Work: A Jungian Perspective 1</td>
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<tr>
<td>CSP 744W</td>
<td>Painting as Creative Meditation 1</td>
</tr>
<tr>
<td>CSP 694</td>
<td>The Work that Reconnects 1</td>
</tr>
<tr>
<td>CSP 695</td>
<td>Revolutionary Practices 1</td>
</tr>
</tbody>
</table>

Each weekend course includes an art-as-meditation component, such as meditations on gathering and parting, vipassana meditation, Native American rituals, singing as meditation; ritual theater/creative writing, drumming, and dancing our wisdom.
CREATION SPIRITUALITY COURSES

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 Ecozoic 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 I - 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 II - 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 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 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). It 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.
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
We will study the major mystics representative of the creation tradition such as Hildegard of Bingen, Howard Thurman, Rumi and Eckhart. This class will explore what 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
A course that 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 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 relationships. Myths and stories from around the world broaden the student's understanding of the sacred.

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 625A
Mythical 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 625B
Mythical Poets and Creation Spirituality - 1-3cr
Students will study contemporary mystical poets such as Denise Lavier, Mary Oliver, Marge Piercy, Susan Griffin, Federico Garcia Lorca, Theodore Roethke, Wendell Berry for how they reveal the themes of Creation Spirituality.

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 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 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 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 southwestern 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 Schussler 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 the cosmological and spiritual traditions of the Earth's wisdom traditions and contemporary conceptions in ecospirituality, 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 "Ecocentric 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, nonlinear 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: Bridge Between Science and Spirit - 1-3cr
Mind is much more than brain matter. The emerging science of consciousness supports a holistic cosmology in which mind/spirit are as fundamental to the universe as matter/energy and spacetime, and science and spirituality are no longer in conflict.

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, conditionedness (paricahimrupada), the doctrine of no-soul (annatta), the theories of mindfulness (samadhi), and the historical development of Buddhism. Students will also examine Theravada and Mahayana systems, which are the two main forms of Buddhism known to the world today.

CSP 645B
Buddhist Studies: Bodhisattva Archetypes - 1-3cr
We will examine the approaches to spiritual and aesthetic principles of the seven major East Asian bodhisattva figures, including their roles in Buddhist sutras, philosophy, and folklore, their iconography, and strategies toward practice. We will explore how to develop our own bodhisattva potential, including looking for examples of these figures in our own lives and culture.

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-Hallaj (13th century), Farnudin Attar (12th century), Jelaluddin Rumi (12th century) and Omar Khayyum (10th century). Participants will experience the enchanting atmosphere of beauty that 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 reinvent 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 they illuminate 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 presentation 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 out 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 to 25 hours learning with others engaged in the restoration and transformation of the earth community.

CSP 654
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 explores the basic ideas and practices of the major Jewish mystics, the Kabbalists. 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 assists 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 656B
Urban Spirituality: Prejudice, Culture & Social Change - 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 (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/munk/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 Buddha nature. 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 student's "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 672
A History of Sacred Cinema - 2 cr
An exploration of how the sacred has been portrayed in feature films and documentaries since the inception of the medium. At least seven films will be viewed, discussed, and evaluated; some are masterpieces and some are not. The course will explore the context of each film’s creation in relation to the directors’ intent and cultural milieu in which the film was created. Questions will be investigated such as, what are these films trying to teach the audiences of their time period? What techniques and methods are used to affect a shift in our consciousness? Did these techniques succeed or miss the mark? What do these films have to say to us today? Is sacred cinema?

CSP 677
Digital Documentary Filmmaking - 3 cr
An overview course designed to give students the foundational concepts and techniques involved in digital non-fiction filmmaking as it relates to the creation of sacred cinema and the creation spirituality tradition. Topics will include fundamentals of story, the pre-production process, basics of cinematography, fundamentals of lighting, the use and creation of non-intrusive scripting and music, and the foundational elements of editing.

CSP 682
Zen Mind, Editing Mind I - 2 cr
An introductory course in the fundamentals of transforming raw digital video footage into a simple, but coherent, completed film. This seminar will be designed to provide a basic understanding of structure, pacing and the use of narration, music and sound effects, with an emphasis placed on the editing process as a vehicle for creating a sense of wholeness, interconnectedness and appropriateness of form. Editing will be done on iMac DV computers using the built-in iMovie software.

CSP 690
Images of Divinity:
The Black Madonna - 1 cr
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 explores positive, dynamic, and powerful images of dark female divinities. It asks 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.

CSP 691
Prejudice, Culture, and Social Change - 2 cr
This class 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 and reading and discussion of theoretical and spiritual literature provides the basis for students’ experiences.

CSP 692
Leadership and the New Science: Discovering Order in a Crazed World - 1 cr
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 693
Revolutionary Practices - 1-3 cr
What personal disciplines and collective strategies help us confront structures of oppression and violence? Exploring this question, we examine various remarkable movements that enlist spiritual power for social change. These may include liberation theology and base communities in Latin America, post-apartheid reconciliation work in South Africa and the United Farm Workers in California. We consider how their stories and teaching can be applied in our own lives, inspiring practices to sustain the vision, ignite our courage, and build strength and solidarity.

CSP 694
The Work that Reconnects - 1-3 cr
The work that reconnects helps us uncover and experience our innate connections with one another and with the systemic, self-healing powers in the web of life. In this course we will share our responses to our world in crisis, learn concepts that illumine our interconnectedness, affirm our diverse contributions to the healing of our world, and develop concrete strategies for creating a sustainable society.

CSP 699
Independent Study - 1-3 cr
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 - 1 cr
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 bioregions 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, learn good techniques for research and to give and receive peer support and critique.

CSP 703
Creating Techno Cosmic Masses and Rituals - 1-2cr
In this course students will apprentice with visual-makers, DJ's, techno-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 participant's 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 711
Cinema as Meditation - 2cr
Kevin Peer
An experiential course in which participants explore the act of cinematography and the viewing of footage as a process for developing greater meditative awareness. Classes will alternate between learning refined techniques of cinematography and reviewing the results of student assignments.

CSP 712
Indigenous Science: A Survey - 2cr
Traditional elders and wisdom keepers will be the teachers in this class which will expose the students not only to the content, but also the ways of thinking, story telling and spiritual experience that make up the consciousness of indigenous peoples. Visits to sacred sites will be a part of the learning experience of the class.

CSP 716
Genealogy: Finding the Sacred Tree of your Family - 3 cr
This course is about finding one's sacred tree, one's roots and ancestors, and the knowledge generated through generations. It includes historical, textual research but also interviewing elders and learning the sources of discontent and grief inherited from the past. It also includes returning to the whole mind in one's family. By approaching one's people and family as a tribe, one recognizes the sacredness of the family, human sexuality, money and power. By naming names again, one formulates a prayer. Each family has a teaching to give about creation. Prerequisite: CSP 712 Indigenous Science: A Survey

CSP 720
Dancing with the Missionary: Christianity, Colonization and Cultural Imperialism - 3 cr
This course explores the deep impact of Christianity on tribal communities around the world. Through the in-depth study of fall-redemption Christian ideology and its role in colonizing the world, indigenous communities can begin to heal the wounds and transform them through a new vision and a new relationship. Prerequisite: CSP 712 Indigenous Science: A Survey
CSP 724
Restoring Wisdom: Moon and Dreams as Mythic Metaphor - 3 cr
This course, by emphasizing the rich traditions of the moon and the
cycles it regulates, will assist in creating a pathway of vision as we restore
gender balance and wisdom in our human universe.

CSP 727
Environmental Intimacy: Earth and Mud as Primal Passage - 2 cr
Exploring mud mysteries and the power of mud among indigenous
spiritual traditions, students will learn a deep ecological orientation
that nurtures the development of environmental intimacy. Traditional
ecological knowledge is broad and deep among indigenous people
and will be explored in class. Prerequisites: CSP 712, CSP 720
and CSP 716

CSP 729
Living Wisdom Interviews - 2 cr
An intensive journey into the craft and art of the video interview
process as a vehicle for exploring people's lives in the Oakland
community with depth and insight. Class sessions will alternate
between experiential learning of interview techniques and reviewing
student assignments.

CSP 730
Faces of the Soul: Maskmaking and Chi Gung - 1 cr
Chi Gung guides participants into
their body, into
the mystery of the inner being
where the Muse awaits.
Participants will feel the pulse and
rhythm in these depths as wonders
of the sacred gather in the revelation
of their mask. Integration of
Chi Gung, oriental bodywork and
art will inspire, evoke and lead to
the creation of a totem mask.

CSP 731A
Native American Rituals - 1 cr
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,
dancing, 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
Native American Rituals - 1 cr
Native American peoples across
North America have always under-
stood and celebrated their place in
creation through various
ceremonies, rituals and observa-
tions. This course will explore the various
spiritual concepts found in the
experience of cultural participation
and provide students with
knowledge, understanding and
insight into Native American culture.

CSP 732
Native American Traditions - 1 cr
The course involves the student in
an experiential exploration of
Native American traditions, with
emphasis on spiritual practices and
value systems. Social systems and
historical perspectives will be
utilized to understand the develop-
ment of Native American traditions
and spirituality.

CSP 733
Clay, Color and Word - 1 cr
Clay is a primal medium of creative
expression. Participants will investi-
gate 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 under-
standing of oneself and the world.

CSP 734
Art and Healing - 1 cr
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 - 1-2 cr
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 sexual-
ity and the development of
consciousness. This experiential
course will help participants build
their own personal spiritual disci-
pline around the chakras in a way
that is meaningful and appropriate
to western culture and its psyche.

CSP 736
Shabda Yoga - 1-2 cr
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 - 1-2 cr
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" - 1-2 cr
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 partic-
ipants 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 engag-
ing in active, often playful,
experiences of letting-go, as well
as through quiet experience of
distillation. Open-ended improvi-
sations 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 explor-
ing 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 under-
stood, 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
difficult problems are often
addressed in creative and produc-
tive 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 Gang takes you into the depths
of the body where hidden treasures
awake: 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 ances-
tors 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 Gang 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, merid-
ians, 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 philoso-
phy and process of creative
meditation to develop technical
skills essential to the art of paint-
ing, 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 conven-
tional reading of sacred sources.

CSP 746
The Sacred Wisdom of the
Artist: Theo-Kinetics - 1cr
Trusting the goodness and necessity
of movement and reclaiming their
birthright of improvisation, partic-
pants will breathe, dance, sing, and
act from the depths of self, culture
and cosmos. The body is redisco-
vered as the language of the soul.

CSP 747
The Art of Ancestral
Drama - 1-2cr
The course introduces participants
to the theology, folklore and art of
ancestor reverence in the traditions
of West Africa. The emphasis is on
the role of women and the varia-
tions of these rituals performed in
modern times.

CSP 748
Women’s Rites of
Passage - 1-2cr
The course discusses 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 understand-
ing the function of rites of passage.

CSP 749
Men’s Rites of Passage - 1-2cr
This course will focus on the
importance of men facilitating their
own and other’s rites of passage.
The men will honor the experi-
ences and challenges of their lives
and explore their life transitions
through music, ritual and personal
storytelling. The class will address
together the relationship between
community and ritual.

CSP 750
Elements of African
Ritual - 1-2cr
Descendants of West Africa provide
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 entertain-
ment. Students will view, study and
critique selected powerful films
within the theological framework
of Creation Spirituality. Students
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 computer as a useful "second self" rather than an intimidating technology. The course will use the Microsoft "Power Point" program, which allows students to produce high quality animated presentations and published communications, such as flyers and newsletters.

CSP 754
Drum Time, Dream Time, Drama Time - 1cr
Combine the sacred arts of traditional 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 participant will weave their soul story and eventually personalize an element of it into a mask for group ritual.

CSP 755
Dances of Universal Peace: Dancing & Singing for Community - 1-2cr
The Dances of Universal Peace is a form of sacred circle dancing and singing which nurtures the community and the individual. Simple folk dance movements set to mantric 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
Deepening reverence for the body through basic massage techniques sets the context for this course. Participants are encouraged to use the activity to explore their relationship 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
Native American Wisdom: History, Story and Literature - 1cr
The course explores the history of Native Americans with reference to tribes, customs and relationships to the land. The oral tradition, stories, 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 understanding 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 exercises which enhance balance and agility, improve suppleness and stimulate the immune system, participants 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 Practicum - 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 explores 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 learn to rap in the style of a professional, and explore its use in creative writing and performance.

CSP 763
Transformational Theater as Healing Ministry - 1cr
Students discover myths that make up the fabric of their lives. Through the creative components of transformational theater, humor, pathos, creativity, and music, participants will communicate particular stories as an expression of the principles of Creation Spirituality.

CSP 764
Ritual Theater and Creative Writing - 1cr
Participants will discover their deepest images and truest selves through journaling, writing and improvisational expression. This spiritual practice is as old as human imagination itself. The course will provide opportunities through mediation, Chi Gong 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 inspire the participant 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 view and discuss a variety of films which demonstrate the changing images of people of color, their cultures and 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 explore the personal and the 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 examines 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
In the folklore tradition of every culture there are Tricksters, Jesters and Fools. These characters represent the unexpected, the chaotic, the absurd. They are also believed to be the Messengers of the Sacred. Students will be introduced to folklore characters from several cultures such as Elogbe of West Africa, the Native American Trickster Coyote, Maui of the South Pacific Islands, Hermes, Thoth and a host of others in World Folklore. We will examine their role in the tales followed by a discussion of how these forces have shaped the lives of individuals and communities. Students are encouraged to render their understanding and experiences into original creative works that can then be performed in village theater style.

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 778
Embodying Story - 1cr
An experiential exploration of story as the fundamental basis of Sacred Cinema. Students will work with the material of their own lives to create stories that they will act out through dialogue, sound effects and music. The goal of the class is to help students envision and experience storytelling as a personalized and multidimensional medium of sight, sound and feeling, embodied for the purpose of reaching and affecting others.

CSP 782
Zen Mind, Editing Mind II - 2cr
A course intended for more advanced students who want to gain additional knowledge and experience in the subtleties of the editing process and to experience this process as a form of spiritual practice. This course will allow students to develop and refine skills in sophisticated techniques of pacing, structure and sound design to achieve more complex and multidimensional modes of cinema expression.

COURSE NUMBERS TBA

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
The Hidden Gospel of the Aramaic Jesus - 1cr
An approach to the words and stories of Jesus through his native language reveals a Middle-Eastern mystic. It is also the most likely "historical" picture of a prophet whose impact on Western culture continues to be enormous. Through meditation, discussion, spiritual practice and movement, participants will explore the depth of the spiritual message of the Aramaic Jesus.
OAKLAND FACULTY

OAKLAND CORE FACULTY

Charles Burack  Creation Spirituality
BA Psychology
MA Human Development, University of Chicago
MA English, Northwestern University
PhD, English, University of California, Berkeley

Charles Burack specializes in interdisciplinary studies in literature, mysticism, mythology, and psychology. He has taught at UC Berkeley, St. Mary's College, John F. Kennedy University, and Lehigh Judaica. Founder of the Center for Sacred Arts, which offers spiritual/career counseling, writing coaching, and experiential workshops. He is on "Tikkun" magazine's editorial board and is a published author of essays on spirituality of work. Charles is a former rabbinical student who has worked as a psychology researcher, employee relations specialist, strategic planner, and communications consultant.

Marlene M. DeNardo  Creation Spirituality
BA, College of Notre Dame, Belmont, California
California State Teaching Credential
MA in Culture and Creation Spirituality, Holy Names College

Marlene DeNardo has done advanced study at Universidade Catolica, Recife, 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  Creation Spirituality
MA, Aquinas Institute of Theology
PhD, Institute Catholique de Paris
Post Doctoral Studies, University of Munster

Matthew Fox has over 25 years of teaching and lecturing experience. He is the author of 25 books, translated into many languages. Popular titles include Original Blessing: The Coming of the Cosmic Christ; The Reinvention of Work; and One River, Many Wells. Matthew contributes numerous articles on Creation-centered Spirituality to American and European journals and is a renowned keynote speaker. He is the founder and president of the University of Creation Spirituality that in Oakland, California. He is an ordained Episcopal priest.

Clare S. Ronzani  Creation Spirituality
BA, College of Notre Dame
MA Theology, Graduate Theological Union, Berkeley

Clare Ronzani's areas of specialization include liberation spirituality, integration of spirituality with psychotherapy and the arts, Jungian personality theory, learning and process methodology, women's studies and ritual, and justice-making. She is director of the Weekend of the Spirit (WOTS) master's program at Naropa, Oakland. From 1984-97 she taught at the Graduate Theological Union in Berkeley. She was formerly associate director of the San Francisco Network Ministries and coordinator of "The Bible and the Streets." She has conducted workshops in Central and South America, and Africa.

OAKLAND ADJUNCT FACULTY

Anita Barrows
BA, San Francisco State University
MA, Boston University
MA, University of California, Berkeley
PhD, The Wright Institute

Licensed clinical psychologist with a specialty in the treatment and evaluation of children with neuro-developmental disabilities and sexual abuse and is an adjunct professor at the Wright Institute, Berkeley. She is the author of articles on ecopsychological approaches to child development and asperger's syndrome, co-translator of Rilke's Book of Hours (German/English), and is active in the development of inter-disciplinary studies of psychology and ecology.

Dorsey O. Blake
AB, Brown University
MA, Pacific School of Religion and the Center for Urban-Black Studies
MDiv, Pacific School of Religion
DMin, United Theological Seminary

Reverend Dorsey Blake is pastor at the Church for the Fellowship of All Peoples, San Francisco and vice president of the Community Learning Program at UCS. Formerly the director of the doctoral program at the University of Creation Spirituality, director of the Center For Urban Black Studies, Graduate Theological Union at Berkeley and adjunct faculty at the California Institute of Integral Studies. Blake was co-director of the United Campus Ministry at Ohio State University and the first full-time African-American professor at the University of Alabama.
Peter Brokenleg
Liberal Arts course work, Augustana College
AA, Northwest Institute/University of Minnesota
BS, Basyr University
Peter Brokenleg is a traditionally-educated Sicangu Lakota (Rosebud Sioux) Native American. He is a traditional dancer and singer and is a fluent speaker of the Lakota language. He is the clinical director at the Friendship House Association of American Indians in San Francisco. He has extensive counseling and teaching experience with Native American social service and educational organizations, as well as extensive healthcare experience.

Daniel Buford
Adult Education Credential, Communication, Arts and Crafts, State of California.
Rev. Daniel Buford is an ordained minister and an exhibiting sculptor whose works are found in numerous private collections. He has been on the faculty at San Bruno Jail with the Milpitas School District, and a visiting lecturer at Xavier University, the University of Cincinnati, New College in San Francisco, Stanford, University of California, Berkeley, Harvard Divinity School, and University of Minnesota.

Ken Butigan
BA, University of San Diego, History
BA, University of San Diego, English
One year study at Oxford University
MA, Jesuit School of Theology, Graduate Theological Union, Berkeley
PhD, Graduate Theological Union, Berkeley
Ken Butigan is an adjunct professor at the Franciscan School of Theology, Graduate Theological Union, Berkeley, where he teaches courses on nonviolence. He is the director of "From Violence to Wholeness," a project of the Peace and Bene Francis Can Nonviolence Center. 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
BFA, University of Hawaii
MA, University of New Mexico
Kaleo Ching is a professional studio artist, Certified Acupressurist, T'ai Chi 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.

Pamela (Apela) Colorado
BA, University of Wisconsin
PhD, Brandeis University
Apela Colorado is a member of the Oneida tribe and is a traditional cultural practitioner. She established the Spirit Camp cultural revitalization project at the University of Alaska. She began the native social work concentration at the University of Calgary. With assistance from the Canadian International Development Agency, Apela founded the Worldwide Indigenous Science Network. She created the first doctoral program in Traditional Knowledge at the California Institute of Integral Studies.

Adriana Diaz
BA and Teaching Credential, California State University, Hayward
MA, Holy Names College
Adriana Diaz studied psychology at the C.G. Jung Institute in Zurich, Switzerland. She is a lecturer, writer and workshop facilitator at colleges and rehabilitation centers on art, healing and personal development. She is a professional exhibiting artist with works in prominent schools and galleries. She contributes articles to magazines and serves on boards of many socially-involved organizations. She is the author of Freeing the Creative Spirit.

Lawrence L. Edwards
AB, Occidental College, Chemistry
PhD, Harvard University, Chemical Physics
Post-Doctoral Fellow, Harvard University
Larry Edwards is the director of the Earth Literacy Academic Program at Genesis Farm, NJ. He teaches philosophy, cosmology and consciousness at the California Institute of Integral Studies. He worked at the National Science Foundation in research and management and taught chemistry at the American University in Beirut, Lebanon, and at California State University, Northridge. He is a contributing author to various journals including "Arab Resources: Transformation of a Society."

Cristina Gonzales
MA, Interpersonal and Organizational Communication, State University of New York, Buffalo
PhD, Speed Communication, University of Texas, Austin
Cristina Gonzales specializes in interpersonal communication and qualitative methodologies in language, culture and health. She emphasizes the ways in which various forms of social organization affect our spiritual and material well being. She has worked with Native American and Chicano communities on issues of recovery, oppression and the restructuring of organizations and methodologies to reflect an earth-based, creation-centered reality.
Gina Rose Halpern
BFA, Rhode Island School of Design
Graduate study, Art, Cranbrook Academy of Art
MA, Culture and Creation Spirituality, Holy Names College
Gina Rose Halpern is the director of The Chaplaincy Institute of Arts and Interfaith Ministries. She has taught ceramics & sculpture, at Buckingham and Browne & Nichols School, Cambridge, MA. She is the author and illustrator of Where Is Tibet?, the illustrator of The Meaning of Life from a Buddhist Perspective written by H.H. the XIVth Dalai Lama of Tibet, and is the recipient of the Earth Watch Artist Fellowship for her work in Nepal and a Cullpeper Foundation Grant.

Jacqueline B. Haistoun
BA, Howard University
MA, Columbia University
Jackie Haistoun is the 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 received a certificate of honor from the San Francisco Board of Supervisors for her work with youth.

Sister Jose Hobday
MA American Literature, Notre Dame
MA Theology, Notre Dame
MS equivalence in Architecture and Limited Space Engineering, UCLA.
For 30 years Sister Jose has written and lectured nationally and internationally on 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, Stories of Awe & Abundance and Seeking a Most Heart: Native American Ways for Healing the Spirit.

Shanja Kirstan
MSW, University of Syracuse
Shanja Kirstan has done postgraduate training with Jean Houston, Angeles 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.

Taigen Dan Leighton
MA, California Institute of Integrated Studies
PhD candidate, Graduate Theological Union
Zen priest and Dharma heir in the Suzuki Roshi lineage, is author of Bodhisattva Archetypes: Classic Buddhist Guides to Awakening and Their Modern Expression. Taigen is co-translator of a number of Zen books, including Cultivating the Empty Field and the Wholehearted Way, and teaches at the Graduate Theological Union in Berkeley, CA. Taigen leads meditation groups in Bolinas, San Rafael, and San Francisco, CA.

Genevieve Lim
BA, MA, San Francisco State University
Genny Lim has 20 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 writing collaboration in theatre performance since 1986, including John D. Rockefeller Foundation Award 1997; Distinguished Award for Culture, The San Francisco Culture Center Foundation, 1996.

Joanne Macy
BA Biblical History, Wellesley College
Institute de Sciences Politiques, University of Bordeaux
PhD., Religion, Syracuse University
Joanna Macy is an international speaker and workshop leader on Buddhist philosophy, systems theory, and deep ecology. Her work emphasizes healing the earth through empowerment, 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
BA, St. Louis University
M.Div., Graduate Theological Union, Berkeley
Post-graduate Diploma in Theatre Arts, Arts Educational Schools, London
D.Min., University of Creation Spirituality
Michael Mansfield is an experienced educator, ritual director, dance teacher, and served as a chaplain for eight years. He has led the Learning Through Education and the Arts Program (LEAP) in the Bay Area. He has been a faculty member at the Graduate Theological Union, Berkeley, and Holy Names College, Oakland, where he also served as campus minister. Michael also facilitates programs with inner city youth bringing ritual and interfaith awareness into liturgical expression.

Marilyn Marks-Fleming
BFA, George Washington University
MA Art Therapy, George Washington University
Postgraduate training in object relations and family systems, Walter Reed Army Medical Hospital
Marilyn has over 25 years experience teaching, supervising, developing, and providing services in art therapy treatment programs in residential, medical and psychiatric facilities. She has published and presented extensively and is an exhibiting artist incorporating themes of nature, healing/regeneration, loss and eating disorders. She is a practicing Buddhist and is a member of the SGI, Nichiren Daishonin Buddhism.
Jill Martin
BA, California State University, Fullerton
MA, Holy Names College, Oakland
Jill Martin has extensive media production experience, as well as experience working with diverse communities and organizations. Over five years, she has produced and directed Techno Cosmic Masses and Rituals. She is a postmodern 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.

Betty McAfee
BA, Wilson College, Teaching Credential, California State University, Hayward
MA in Culture and Creation Spirituality, Holy Names College
Betty McAfee is an artist, photographer, and educator. She is an adjunct faculty at Starr King School for the Ministry, and Graduate Theological Union, Berkeley. She has 20 years experience as a teacher. Her professional, exhibiting photographer and film-maker titles include: Waking Up: One Woman’s Lifestory multimedia presentation, and What’s the Cost of Your House? 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 the McKinnon Institute, Oakland, which trains 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
JD, 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 Svensk Filmindustri, Scandinavia's largest film company and former President of the Swedish Newspapers Association, and has served on the Board of 20. He is the author or co-author of several books including Search for Meaning in the Work Place, and Corporate Renaissance.

John Jerry-Anthony Parente
BA, Brooklyn College, Brooklyn, New York
MA, St. John's University, Queens, New York
DMin, University of Creation Spirituality, Oakland
John Jerry-Anthony Parente taught in the Religious Studies Department at Iona College, New Rochelle, N.Y., and in the Art and Religious Studies Departments at Seton College, Yonkers, N.Y., where he also served as the coordinator of campus ministry. He has taught courses in mysticism, spirituality and the arts, world religions, death and dying, painting, drawing, and art appreciation. He is a professional artist-painter whose works are found in a wide variety of venues.

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 Don Bede Griffiths. He has a deep knowledge of Indian culture, is a professional musician and teacher. He is an on-going practitioner of Shabda Yoga (the yoga of sound and music).

Kevin Peer
BS Forestry and Wildlife, Virginia Polytechnic Institute and State University
Kevin has worked as a documentary filmmaker for 20 years. His work has been seen around the world and has garnered over 40 national and international awards. He has been a filmmaker for the National Park Service and Director/cameraman for National Geographic Television. Kevin has lectured and taught extensively on the subject of nonfiction filmmaking as both a path of awareness and a powerful and far-reaching form of personal and culture expression.

Ana Perez-Chisti
BA, Mills College
MA, Holy Names College
PhD, California Institute of Integral Studies
Ana Perez-Chisti is a Sufi Movement international lineage holder, interfaith minister, writer, lecturer, practicing psychologist, dancer, yogini, and black belt in Karate. She has been the director of an interreligious school for scriptural studies in world religions, a government food dispersal program, and Prison Library Projects. She teaches Sufism, Christian mysticism and Judaism, and is an adjunct faculty member at the California Institute of Integral Studies.
Robert Rice
BFA, MA, Kent State University
MA, University of Louisville
Robert Rice is a professional artist, painter, and movement teacher. He 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.

Jyotsna Sanzgiri
Bachelor of Commerce and Economics, Bombay University
MBA, Tulane University
PhD, University of Pittsburgh
Jo Sanzgiri has been the dean of organizational programs at the California School of Professional Psychology, Alameda since 1993. She is also professor of organizational psychology at the California School of Professional Psychology. She served as academic vice president and professor of business administration, Armstrong University Berkeley, California. She is author or co-author of many articles published in academic journals.

David Sharp
BFA Fine Arts, University of Southern California
MDiv, San Francisco Theological Seminary
DDMin, University of Creation Spirituality
Rev. David Sharp is a minister, church pastor, teacher, writer, motivational speaker and performance artist. He has performed on Broadway and in numerous television and film productions. He has taught performing arts and culture at the University of Southern California and U.C. Berkeley. Currently, through his motivational speaking company, he uses the concept of 'Innertainment' to teach spirituality through the performance arts.

Bruce Silverman
BA, Washington University
MA, John F. Kennedy University
Bruce Silverman is a practitioner of Afro-Cuban/Haitian, and Brazilian drumming, North Indian classical music/drumming and is a performer with Batucaja, a Brazilian Folkloric Ensemble, and co-founder and director of the performance troupe, Sons and Daughters of Orpheus.

Jeremy Taylor
BA, MA, S.U.N.Y. at Buffalo
DDMin, University of Creation Spirituality
Jeremy Taylor is the director at the Chaplaincy Institute of Arts and Interfaith Ministries, former director of the Marlin Headstart Program, and researcher and teacher in the field of dreams, Jungian psychology, mythology, and spirituality. He teaches at the Institute of Transpersonal Psychology, St. Mary's College, Starr King School of Ministry, and the Graduate Theological Union and is the author of many books including: The Living Labyrinth, Where People Fly and Water Runs Uphill, and Dream Work.

Luisah Teish
Honorary PhD, Open International University Institute of Human Sciences
Luisah Teish is an interfaith minister and an initiated elder in the Ifa/Orisha tradition of West Africa. She is a professional performer who invokes ancestral stories and sacred expression. She is a professional spiritual and creativity counselor, a faculty member at the California Institute of Integral Studies, and an author. Her books include Jambalaya: The Natural Woman's Book and Carnival of the Spirit: Seasonal Celebrations and Rites of Passage.

Gayle Edmisten Watkin
BS Biological Sciences, Oklahoma State University
MS, Zoology/Environmental Toxicology, Oklahoma State University
MA Humanities and Leadership, with a Creation Spirituality Emphasis, New College of California
Gayle Watkin has experience in environmental science and consulting, ecological research and sustainability. She is widely published in the area of environmental science and toxicology, advocates, and has developed numerous classes and training programs related to environmental sciences, spirituality, personal transformation, sustainability and other topics in environmental decision-making.
OAKLAND VISITING FACULTY

David Abram
BA, Wesleyan University
PhD, 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. Utne Reader named him as one of the 100 leading visionaries currently transforming the world.

Carl Anthony
BS Architecture, Columbia University
Carl Anthony is professional architect and environmentalist who strives to intertwine the traditions of Martin Luther King Jr. and John Muir. He is the 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 Institute and a fellow at the John F. Kennedy School at Howard University.

Stuart Cowan
BS, Simon Fraser University
PhD, University of California Berkeley
Stuart Cowan is the co-author of Ecological Design (Island Press, 1996). Postdoctoral fellow, Farallones Institute, Sausalito, California, 1992-94. Lecturer, University of California, Berkeley (mathematics and rhetoric); Curriculum advisor, San Francisco Institute of Architecture & San Domenico School, San Anselmo, CA. Author and co-author of scholarly papers and member of numerous professional societies. Co-director of the Center for Eco-design.

Neil Douglas-Klotz
PhD
Neil 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, the founding director of the International Network for the Dances of Universal Peace, and a member of the Steering Committee of the Mysticism Group of the American Academy of Religion. He taught at the Institute in Culture and Creation Spirituality. He is the author of: Prayers of the Cosmos: Desert Wisdom; and The Hidden Gospel: Decoding the Spiritual Message of the Aramaic Jesus.

Clarissa Pinkola Estes
PhD, Union Institute
Clarissa is a senior Jungian analyst who has practiced and taught for 21 years. She is the former executive director of the C. G. 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
PhD
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 Research 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
PhD
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; and Reflections on the Sexual Psychology of Science.

Peter Russell
Honors Degree, University of Cambridge in Theoretical Physics and Psychology
MS, University of Cambridge in Computer Science
Peter Russell was one of the first to introduce personal development programs to corporations in the 1970s and has been a keynote speaker at many international conferences. He has been to India where he explored meditation and Eastern philosophy. He is a widely acclaimed author of the bestseller The Global Brain. His other books include: Waking Up in Time; the White Hole in Time; and The Consciousness Revolution.
Starhawk
MA
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, including 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.

Brian Swimme
BS, Santa Clara University
MS, PhD, University of Oregon
Brian Swimme is professor of Cosmology at California Institute of Integral Studies, San Francisco. He was professor, Institute in Culture and Creation Spirituality, Holy Names College and assistant professor, University of Puget Sound. He is the author of: The Hidden Heart of the Cosmos and The Universe is a Green Dragon, and co-author (with Thomas Berry) of The Universe Story. An internationally renowned writer and lecturer, he speaks at major universities, conferences and academic societies.

Hal Taussig
MDiv, Methodist Theological School, Ohio
PhD, New Testament Studies, 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
MA, New York University
EdD, Harvard University
Margaret Wheatley is a writer, lecturer, organizational consultant and researcher, a teacher, an urban education administrator, and a Peace Corps volunteer in Korea. She is president of the Berkara Institute and a principal of Kelmen-Rogers & Wheatley Inc. She has worked with a broad variety of organizations on the idea of maintaining integrity and effectiveness while coping with relentless pressures for speed and change in chaotic environments. She is author of Leadership and the New Science.

Dolores Whelan
MA in Biochemistry and in Creation Spirituality
Dolores Whelan is an educator/guide who facilitates workshops on personal and spiritual development. Her work explores the influence of pre-Celtic and Celtic Christian cultures on the soul journeys of people in today's Western society. She has led pilgrimages to sacred sites in Ireland and has spoken on various aspects of Celtic spirituality in Ireland, England, Scotland, Holland, and the USA. She is one of the authors in a recently published anthology about Celtic threads.
CERTIFICATES OF GRADUATE STUDY
AND/OR EMPHASIS 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 to 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 of Arts, or a PhD 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 MA 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 MA 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 degree.

Students must receive a minimum grade of B- in each course and maintain an overall GPA of 3.3 to earn a certificate of completion. Students who complete a certificate program do not participate in graduation exercises 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 in 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. If a student is currently enrolled in a MA program at Naropa and wishes to pursue a certificate course of study as an emphasis, s/he 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 a student is currently enrolled and pursuing a certificate course of study as an emphasis.

Registration
After acceptance, students work 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 the advisor.

Naropa courses successfully completed for a certificate program may, with the 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.

Naropa University is offering 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 masters 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.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 551</td>
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</tr>
<tr>
<td>ENV 528</td>
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<tr>
<td>PSY 549</td>
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<tr>
<td>ENV 520</td>
<td>3</td>
</tr>
<tr>
<td>PSY 534</td>
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<tr>
<td>PSY 534</td>
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<td>PSY 534</td>
<td>3</td>
</tr>
<tr>
<td>PSY 534</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 16

Additional Courses Offered

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:

Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 506</td>
<td>3</td>
</tr>
<tr>
<td>ENV 510</td>
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<td>ENV 660</td>
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<td>ENV 670</td>
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</tr>
<tr>
<td>PSY 516</td>
<td>1</td>
</tr>
<tr>
<td>PSY 520</td>
<td>3</td>
</tr>
<tr>
<td>PSY 540</td>
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</tr>
<tr>
<td>PSY 530</td>
<td>1</td>
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<tr>
<td>PSY 587</td>
<td>2</td>
</tr>
<tr>
<td>PSY 737</td>
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</tbody>
</table>

Interested students should check these and other departments for courses of interest.
GERONTOLOGY

GERONTOLOGY GRADUATE CERTIFICATE
This 16-credit certificate requires 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.

Courses
GER 600 Contemplative Approaches to Aging 2
GER 610 Concepts of Management 3
GER 620 Long-Term Care Delivery Systems 2
GER 640 Aging and Health 2
GER 650 Contemplative Approaches to Elder Care 3
GER 670 Public Policy 2
GER 805 Field Placement in Long-Term Care 2
TOTAL CREDITS 16

EMPHASIS IN CONTEMPLATIVE MANAGEMENT FOR THE HUMAN SERVICES
This nine-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.

Courses
GER 610 Concepts of Management 3
GER 630 Managerial Accounting 2
GER 680 Financial Aspects of Long-Term Care 2
GER 740 Human Resources Management 2
TOTAL 9

LONG-TERM CARE MANAGEMENT GRADUATE CERTIFICATE:
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.

Courses
GER 610 Concepts of Management 3
GER 620 Long-Term Care Delivery Systems 2
GER 630 Managerial Accounting 2
GER 670 Public Policy 2
GER 680 Financial Aspects of Long-Term Care 2
GER 740 Human Resources Management 2
GER 805 Field Placement in Long-Term Care 2
TOTAL 15

146 Certificates Of Graduate Study: Gerontology and Long-Term Care
SOMATIC PSYCHOLOGY

GRADUATE CERTIFICATE

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 Master of Arts 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 masters 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.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYS 606</td>
<td>Somatic Counseling Skills 2</td>
</tr>
<tr>
<td>PSYS 626</td>
<td>Foundations of Body Psychotherapy 3</td>
</tr>
<tr>
<td>PSYS 685</td>
<td>Group Therapeutic Skills In Body Psychotherapy 3</td>
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<tr>
<td>PSYS 621</td>
<td>Bodymind Observation and Assessment 3</td>
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<td>PSYS 646</td>
<td>Meditation and Psychotherapy 2</td>
</tr>
<tr>
<td>PSYS 657</td>
<td>Theories of Somatic Psychology 3</td>
</tr>
<tr>
<td>PSYS 656</td>
<td>Somatic Counseling Skills II 2</td>
</tr>
<tr>
<td>PSYS 607</td>
<td>Clinical Process 3</td>
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Choose one of the following

<table>
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<tbody>
<tr>
<td>PSYS 702</td>
<td>Somatic Developmental Psychotherapy 2</td>
</tr>
<tr>
<td>PSYS 722</td>
<td>Trauma In the Body 2</td>
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</table>

Electives in Somatic Psychology 3

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
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<td>Internship Placement I B 2</td>
</tr>
<tr>
<td>PSYS 826</td>
<td>Internship Seminar I 2</td>
</tr>
</tbody>
</table>

In addition, certificate candidates must complete a 350-hour internship in a clinical setting.

TOTAL CREDITS 30

Certificates Of Graduate Study: Somatic Psychology 147
SPECIAL PROGRAMS
OFFICE OF INTERNATIONAL EDUCATION

STUDY ABROAD PROGRAMS

“We carry within us the wonders we seek without us.”
— Sir Thomas Browne

Students at Naropa University have the opportunity to study abroad during their sophomore and junior years, as well as the fall semester of their senior year. Applicants should be academically focused, mature, and culturally sensitive. A minimum 2.5 grade point average is required for acceptance into the programs. Please visit the Office of International Education for application procedures and admissions criteria.

NEPAL

Fall and Spring Semesters

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 Nepal program takes place in the fall from early September to mid-December, and in spring from mid-January to early May. Students are housed in a guesthouse in Boudha Nath, where participants live and study together. The guesthouse facilities include a large garden, double occupancy rooms, kitchen and dining room, classroom, library and meditation hall.

The program begins with an in-country orientation phase, followed by academic course work, festivals and performances, community gatherings, as well as time for personal exploration of the surrounding valley. Near the end of the semester, students undertake a three-week independent study project in the Himalayan region. Program faculty supervises project planning, and evaluates final projects and presentations.

The program includes tuition (15 semester credit hours), room and board, visas, field trips, festivals, and in-country transportation expenses. Airfare is separate and is negotiated annually.

Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>REL 526</td>
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<tr>
<td>ANT 536</td>
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<td>ANT 536</td>
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<td>REL 501</td>
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<td>REL 516</td>
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Choose 2 credits from the following electives

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<tbody>
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<td>ART 566</td>
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</tr>
<tr>
<td>MUS 546</td>
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<tr>
<td>REL 566</td>
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<tr>
<td>REL 576</td>
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TOTAL CREDITS 15

BALI

Spring Semester

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, coursed 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 mid-February to mid-April in the town of Ubud, where participants live and study together in a local guesthouse. 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 offers 12 credits, with academic classes, meditation, language, music, and art electives. The program is enhanced with field trips throughout the island, village stays, community gatherings, temple ceremonies, performances and festivals.

Director:
Peter S. Volt

Assistant Director:
Denise A. Cape

Director, Nepal Program:
Clarke Warren
Students may also choose to study for a third month to complete a three-credit independent research project.

The program includes 12 semester credit hours, double occupancy board, two meals per day, field trips, and all ground transportation. Airfare is separate and is negotiated annually.

### Core Courses

<table>
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<th>Course</th>
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</thead>
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<tr>
<td>MUS 548</td>
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<tr>
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<td>REL 518</td>
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**Choose 3 credits from the following electives**

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<td>ART 578</td>
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</tr>
<tr>
<td>DAN 508</td>
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</table>

### Additional Course Offering

<table>
<thead>
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<th>Credits</th>
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**TOTAL CREDITS** 12

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**NEW STUDY ABROAD OPPORTUNITIES:**

**South India and Prague**

**SOUTH INDIA**

**Beginning fall semester, 2002**

With an overall theme of “seeing the sacred,” students will experience the vibrant South Indian culture, with its rich array of spiritual and artistic traditions. We will study and explore the intricate mosaic of South Indian life, and the interconnections between spirituality, the arts, and everyday life.

Students are introduced to traditional and contemporary India through guest lectures, group discussions, an arts practicum, independent research, service learning projects and contemplative practices. Sanskrit language will be offered in the context of our religious and philosophical studies. Each day begins with meditation and yoga.

The program begins with two months in Mysore, Karnataka State. Mysore is a charming, mid-size city, with a pleasant climate. It is renowned as an artistic, cultural and educational center in South India. Our study of arts and culture culminates in the traditional Dasara Festival and the annual Carnatic Music Festival.

After Mysore, students undertake a one-week pilgrimage to traditional Hindu sites in the neighboring state of Tamil Nadu. For the final four weeks, the students live in Auroville, a dynamic township that is a living experiment in international and cross-cultural cooperation. Students will do research or service learning projects, guided by faculty and drawing on the extensive local resources in Auroville and the nearby city of Pondicherry.

The program will be offered for 15-credit hours.

**PRAGUE**

**Beginning Spring Semester, 2003**

Prague, a city rich in history and lore, lies at the epicenter of Bohemia, and has become an international center for poetry and the arts. The city is remarkably well preserved having escaped most of the bombing of the Second World War. Visitors feel as if they have wandered into a medieval city in its prime.

The Naropa study abroad program offers a unique opportunity to explore Czech culture through writing and poetics. Students will be academically immersed in the history, culture, politics, language, and art forms of Prague. After an initial orientation period, students will begin the core classes. Academic coursework will cover Czech language, Eastern European history, modern history of the arts and culture in Prague, contemporary Czech poetry and fiction, an ongoing writing workshop, and opportunities for engaged practice through service learning and field trips. The semester will culminate in a two-week long writing and poetics festival full of classes, workshops, lectures, panels, discussions, readings, and performances.

Students can choose to participate in the 15-week, 15 credit-hour study abroad program or can attend the two-week writing and poetics festival (credit hours TBA).
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, events, and professional development programs 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 certificate programs, and focus on the arts and creativity, the world's spiritual traditions, healing, and psychology. Some courses are offered for continuing education credit (CEUs) through the National Board of Certified Counselors. Journeys to various parts of the world are also offered.

2001-2002 program highlights include

- the inauguration of the center for ecopsychology, offering a certificate as well as professional non-credit trainings
- the Center for Authentic Movement offering a number of trainings leading to a certificate of completion as well as courses counting towards alternate route training in dance therapy
- a Lecoq actor-created theater training program which begins with a two week intensive in the summer of 2001.
- Visiting teachers presenting workshops include Mickey Hart, Arthur Hull, Barry Bernstein and others in a dynamic drumming weekend; Sakya Mipham Rinpoche; Alice Walker; Malidoma Somé on the healing wisdom of Africa; Angeles Arrien and Shaun McNiff in a conference on the rhythms of creativity; Dr. Gerald Epstein, author of Healing Into Immortality; and many more.

For more information or a copy of our latest catalog, please contact the School of Continuing Education at (303) 245-4800 or (800) 603-3117.

Semester Dates:
Fall 2001: September 10 - December 9
Spring 2001: February 11 - May 5
Summer 2001: June 3 - August 2

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 Third Annual Buddhism in America Conference (summer 2000)
- A New Vision of Earth Activism (spring 2001)
- The Sacred Rhythms of Creativity (summer 2001)

The Spiritual Adventure: Bringing Wisdom and Heart Into Everyday Life (summer 2001, co-sponsored with Omega Institute) Presenters include Neale Donald Walsch, Deepak Chopra, Ram Dass, Harville Hendrix, Joan Halifax, Ven. Kyabje Gekar Rinpoche, Loretta Lalloche, and many others.
NAROPA ONLINE

EXPERIENCE NAROPA FROM A DISTANCE

Our online classes from the heart of our Buddhist-inspired curriculum are translated for delivery through state of the art internet technology by experienced Naropa faculty. This allows students from around the world to attend classes that will accommodate a hectic schedule.

Classes offered in India, Canada, South America or Europe

Naropa online courses start and end at the same time as our traditional semesters, summer fall and spring. Allowing for greater scheduling flexibility than in the traditional classroom, students create a dynamic learning community with one another in private, password protected web pages reserved exclusively for the students and instructors in the class. Students communicate with one another and the instructors through a variety of communication options designed to take the place of face to face classroom instruction. Interactive web pages create space for reading assignments, audio and video lectures, print articles, group or individual assignments and a variety of other activities.

Having completed assignments, readings or projects, students share experiences in a class bulletin board, or communicate exclusively with the instructor in the private journal area. Multiple chat rooms allow students to meet in real time, the weblog section contains Internet links to related websites, and the instructor posts messages to the class through the message center. Interactive exams are taken fully online and scored immediately! On campus meetings are not required to fulfill the online class obligations, and students need not be online at the same time. Students are expected to login to the online course resources several times each week, and spend time each week completing assignments and sharing experiences. In addition to attending classes on the electronic campus, the online student may register, pay, and even shop in the Boulder Bookstore online.

Taking a few online classes is a great way to become familiar with Naropa from any corner of the world, while earning academic credit. Then apply for admission to any one of our programs. Credits earned online may be transferred into on campus programs upon admission. Credits earned online may also be transferred to other colleges (subject to the approval of the transfer college) in the same manner as any college or graduate school credits. An admissions process is not required to attend Naropa online classes as a non-degree-seeking student. Unless otherwise indicated, a bachelor's degree is required in order to take Naropa online classes for graduate credit. At least 30 semester hours of college credit are required in order to take Naropa online classes for undergraduate credit. Some courses have further prerequisites listed below.

ONLINE GRADUATE DEGREE PROGRAMS AND CERTIFICATES

MA Contemplative Education

Our contemplative education degree, beginning summer of 2001, is a low-residency professional development degree for practicing teachers and others interested in a nonsectarian contemplative approach to teaching and learning. Practicing 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 residential sessions, online course work 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 principals 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.

MA, Transpersonal Psychology (Pending NCA Approval)

Naropa University has proposed a new Master of Arts degree in transpersonal psychology. It is currently pending approval and accreditation. As proposed, this two-year, 36-semester-hour program will be delivered primarily online. All of the courses in the program, with the exception of two residential intensives, are internet-based. One-week residential intensives on Naropa's Boulder campus each summer will complement the program's distance education components.
Purpose and Curriculum

The Master of Arts in transpersonal psychology will prepare students in the theoretical and experiential aspects of transpersonal psychology. It is not a clinical or counseling degree and will not prepare students for licensing in clinical or counseling psychology. It may be applied in a number of areas, including education, social services, health care, organizational development, and business, as well as in students' own development. Those who already have professional clinical or counseling training and credentials may use this degree to expand their understanding and practice. For more information about the program, please visit the Naropa University website, or check the section "Master of Arts in Transpersonal Psychology" in this catalog.

Graduate Certificate

Ecopsychology

Ecopsychology is an emerging field that 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 offers a 16 credit-hour certificate program for graduate level students and post-graduate degree professionals. This interdisciplinary program provides training in the fundamental principles and practices of ecopsychology. All but two of the courses are offered online; a week-long residency summer program is required and attendance at one of the annual spring ecopsychology conferences as part of the distance track. The spring 2001 conference, held April 27-29 was called "A New Vision of Earth Activism," and featured the keynote speaker Julia Butterfly Hill. All other courses may be completed fully online, without requiring on-campus meetings.

This certificate program may be of special interest to professionals in the fields of environmental science, psychology, outdoor leadership, forest service, or a variety of other related fields.

All of Naropa's graduate certificates and degree programs require a formal admissions process. Contact the Admissions Office for more information.

To learn more about Naropa Online, to register, or to see a list of upcoming courses by semester, please visit our electronic campus at http://ecampus.naropa.edu, email registrar@ecampus.naropa.edu, or call 303-444-0202 (toll free 1-800-772-6931).

Recent 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. Both BA and MA

REL 527e

BUDDHA NATURE: THE NATURE OF ENLIGHTENMENT IN THE UTTARATANTRA AND MAHAMUDRA - 3 CR
Dzigchen Ponlop Rinpoche

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 underlies 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 Gô Lotsawa (1392-1481 A.D.), and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: It is recommended that you take several courses in Buddhist studies prior to attending REL 527e. Both BA and MA

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 or 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 Samâhota Tibetan program, and at least one Tibetan-English dictionary, electronic or otherwise. Both BA and MA
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: The equivalent of Tibetan I REL 503e is required. Please contact the instructor for an ascertainment of equivalency. Both BA and MA

REL 500e
MEDITATION PRACTICUM I - 3 CR
Frank Berliner, MA
This course introduces the practice and theory of sitting meditation drawn from the Tibetan and Zen Buddhist traditions and the Shamshila teachings of sacred warriorship. 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 warriorship, the energies of fear and fearlessness, the genuine heart of sadness, and the practice of unconditional loving-kindness. Both BA and MA

REL 501e
MEDITATION PRACTICUM II - 3 CR
Frank Berliner, MA
In this online class, we will explore the Mahayana (Great Path) Buddhist teachings on compassion, loving-kindness, emptiness (the non-existence of a separate self), and the interconnectedness of all things. Students will be introduced to the meditation practice of tonglen (exchanging oneself for others), and the warrior discipline of lojong (mind-training)—first introduced in Tibet 1000 years ago, and brought to the West by Naropa’s founder, Chögyam Trungpa, Rinpoche. This training is very direct and practical rather than philosophical, and emphasizes gentleness and skillful action in our everyday dealings with other people. Prerequisites: Meditation Practicum I or its equivalent. Both BA and MA

REL 515e
BUDDHISM AND SOCIAL ACTION - 3 CR
Piet Maull, Ph.D. Candidate
Note: This class is one of the core classes in the engaged Buddhism track of the MA Buddhist Studies Department. 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. Both BA and MA

REL 536e
BUDDHIST TEACHINGS ON MIND AND EMOTIONS: THE ABHIDHARMA TRADITION - 3 CR
Judith Simmer-Brown, Ph.D.
Note: This course is offered by the graduate Buddhist Studies Department and is available for either graduate or undergraduate credit. Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting, such as weekly memorization of a passage of scripture, guided contemplations, the reading of Buddhist scripture in translation, lecture, discussion, and weekly quizzes. While this course follows the contours of the Buddhist tradition, and is not a comparative study, relevant parallels with contemporary psychology and cognitive science will also be indicated. Both BA and MA

REL 558e
INTRODUCTION TO ZEN BUDDHISM - 3 CR
Shōkin Wick, Roshi
Note: This course is offered by the graduate Buddhist Studies Department and is available for either graduate or undergraduate credit. The course will explore various aspects of Zen Buddhism. We will start with instruction on Zen meditation and meditation techniques including koan study (Zen “logical paradoxes”) and shikantaza (“just sitting”). Then we will study the lives and teachings of important Zen masters as gateways into some of the approaches to Zen and as signposts for living our own lives. Prerequisites: Instructor approval is required. Students are asked to email a short spiritual biography of themselves directly to the instructor. Both BA and MA
Education

EDS 615e
PERSPECTIVES IN SACRED LEARNING - 3 CR
Genet Simons and Guest Faculty
Students study past and current theories and approaches from a variety of traditions and current trends in holistic and spiritual education. Within each standpoint, we will address questions such as, What is the purpose of education? What constitutes an education for the 'whole' person? And How are the spiritual and academic needs of different populations addressed? Students will make theoretical and practical connections between these traditions, aligning their common points of convergence. Students will also distinguish them from each other in order to highlight and understand what makes each perspective unique. MA only.

EDS 635e
INTEGRATIVE SEMINAR II - 1 CR
Richard Brown and Sebo Ebbens
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. MA only.

EDS 650e
SPIRITUAL ROOTS OF DEVELOPMENT I - 2 CR
Johnn Robinson, PhD
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 spiritual dimensions of perceptual, emotional and social development in childhood and adolescence as foundations for learning. MA only.

EDS 655e
PERSPECTIVES IN SACRED LEARNING II - 1 CR
Genet Simons
This one-credit section provides the opportunity for students to delve deeper into any one of the traditions encountered in Perspectives in Sacred Learning I, and apply that exploration to their current teaching situation. Students will report on the more attractive aspects of the tradition(s) they try to integrate, as well as the challenges that they encounter. The goal is to experiment with a perspective in one's own teaching arena, and then assess those efforts. Questions addressed include, How does one particular tradition inform my own teaching? Which aspects of the tradition/perspective do not work well, and why? How can I use these traditions to meet the needs of all learners? MA only.

EDS 665e
INTEGRATIVE SEMINAR III - 1 CR
Richard Brown and Sebo Ebbens
During this semester there will be increased attention to meeting the learning needs of the students in the classroom from a contemplative perspective. Master of Arts students will also begin to identify issues and areas from their journey which will become the nucleus of their MA theses. Prerequisite: completion of previous integrative seminars. MA only.

EDS 720e
SPIRITUAL ROOTS OF DEVELOPMENT II - 2 CR
Aasue Johnson
This course is a continuation of Spiritual Roots of Development I. It will provide an overview of developmental perspectives in lifespan spiritual development, with a focus on childhood and adolescence. A variety of perspectives will be presented, drawn from diverse religious thinkers and more contemporary psychological theorists, including those of Aurobindo, Khan, Steiner, Wilbur, Almas, Pearce and Fowler. Prerequisite: completion of EDS650E. MA only.

EDS 735e
INTEGRATIVE SEMINAR V - 1 CR
Faculty
Further study and integration of awareness and the maitri perspective in teaching skills, curriculum and environmental design. Prerequisite: completion of previous integrative seminars. MA only.

EDS 765e
INTEGRATIVE SEMINAR VI - 1 CR
Richard Brown & Sebo Ebbens
This course is a continuation of previous integrative seminars. Prerequisite: completion of previous integrative seminars. MA only.

EDS 840e
THESIS SEMINAR I - 1 CR
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. MA only.

EDS 880e
THESIS SEMINAR II - 2 CR
Faculty
Thesis work will be completed this semester for presentation at the final summer conference. Prerequisite: completion of EDS840E. MA only.
Environmental Studies

ANT 550e
CULTURES, GLOBAL SOCIETY AND THIRD WORLD DEVELOPMENT - 3 CR
d’Forrest Keitlits, 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. Both BA and MA

Gerontology and Long Term Care

LTC 500e
AGING AND THE HUMAN SPIRIT - 3 CR
Robert C. Atchley, Ph.D.
Note: This course is offered by the Gerontology and Long Term Care Department and fulfills one of the core requirements in the MA 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 spirituality 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. Both BA and MA

Psychology

PSY 514e
THE DIAMOND APPROACH - 3 CR
John Davis, Ph.D.
The Diamond Approach is an original, thorough, and precise spiritual path developed and taught by A. H. Almaas. This course introduces the main insights and concepts of the Diamond Approach. Drawing on modern psychology as well as timeless spiritual wisdom, it offers a fresh and powerful approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better enabled to fulfill our potential for a life of engagement, service, contentment, richness, depth, and mystery. The Diamond Approach reveals the connection of psychological maturity to spiritual work. It also provides means of working with psychological issues and barriers in spiritual work. Both BA and MA

PSY 551e
ECOPSYCHOLOGY - 3 CR
Jed Swift, MA
Ecopsychology is an emerging field that bridges ecology and psychology in an attempt to understand and heal humankind’s relationship with the natural world. It explores the psychological and emotional processes that either bond us to the Earth or alienate us from it. A central assumption of ecopsychology is that inner worlds and outer worlds are intimately connected. Most ecopsychologists believe that the ecological crisis and the cultural and political processes that support it have a deep and lasting impact on the human psyche and soul. In turn, states of mind are then expressed in the way that relate, or not, to the natural world. Ultimately, ecopsychology is concerned with the transformation of hearts and minds essential to reawakening the sacred connection with other living beings and the planetary home. Perhaps ecopsychology’s greatest gift is the revitalization of hope through the articulation of theoretical principles and experiential practices that promote healing for both humans and the rest of the natural world. Prerequisites: permission of the instructor is 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. Both BA and MA

PSY 657e
THEORIES OF SOMATIC PSYCHOLOGY - 3 CR
Christine Caldwell, Ph.D.
The study of the artistic and scientific bases of body-centered psychotherapy (dance therapy and body psychotherapy), the development of the field, the nature of the bodymind continuum, especially emotions, movement, and the nature of illness and healing, as illustrated by the major somatic psychotherapy paradigms. Prerequisites:
1. BA degree.
2. Good understanding of basic psychological theory especially as related to introductory, developmental, and social psychological paradigms (prior coursework that covers this material is highly recommended).
3. A background in basic anatomy, college course preferred. Students must know the tissues and systems of the body and their basic functions (particularly the nervous, endocrine and muscle, and immune systems). Particular attention will be paid to neurons, synapses, hormones and neurotransmitters, brain structures, and muscle structure. MA only.

**PSY 670e**

**TRANSPERSONAL PSYCHOLOGY I: BACKGROUND AND CENTRAL CONCEPTS - 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 MA in transpersonal counseling psychology program. This course introduces the central concepts, assumptions, theories, practices, applications, and orientations of transpersonal psychology. In addition to surveying its background and breadth, the course provides the means to examine new developments in the field and to apply transpersonal psychology to psychotherapy and related areas. The attitude of the course is one of openness to experience and reflection, careful and precise analysis, critical and creative thinking, respect for the learning process and for each other, and the cultivation of moment-to-moment awareness and kindness towards oneself. Prerequisites: 1. BA 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. MA only.

**PSY 610e**

**HUMAN DEVELOPMENT - 3 CR**

Faculty

Note: This course is offered by the graduate Transpersonal Counseling Psychology Department and fulfills one of the core requirements in the MA in transpersonal counseling psychology. In the study of 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, class 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. MA only.

**ECE 535e**

**EMOTIONAL DEVELOPMENT: THE BASIS FOR PRACTICE IN WORKING WITH CHILDREN - 3 CR**

JoAnn Robinson, Ph.D.

Note: This class is offered by the BA Contemplative Psychology Department and is available for either graduate or undergraduate credit. It satisfies the prerequisite 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, and 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. Both BA and MA.

**PSY 420e**

**ABNORMAL PSYCHOLOGY - 3 CR**

Note: This class is offered by the BA Contemplative Psychology Department and may be taken for undergraduate credit. It also satisfies the prerequisite 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. BA only.
PSY 571e
PERSONALITY THEORIES - 3 CR
Christine Denning LPC, MA
This class is offered by the BA Contemplative Psychology Department and may be taken for graduate or undergraduate credit. It also satisfies the prerequisite 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. Both BA and MA

TRAI 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, taught by Chogyam Trungpa, Rinpoche – the founder of Naropa University - is a secular path of spiritual training. In this class, we learn sitting meditation and study the principles of Shambhala warrihship, 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. Both BA and MA

Religious Studies

CSP 500e
INTRO TO CREATION SPIRITUALITY - 3 CR
Faculty
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. 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. Creation spirituality is not a new religion but is concerned with developing theologies and practices within religion and culture that promote personal wholeness, planetary survival, and universal interdependence. Both BA and MA

NCCW 280e
WORLD WISDOM: RECALIBRATING THE MIND TO SERVE THE EMERGING SPIRIT - 3 CR
Rabbi Zalman Schachter-Shalomi, PhD. Lecturer, Sharron 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. BA only.

Writing and Poetics

NCCA 250e
WRITER’S CRAFT - 3 CR
Bill Scheffel
“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 nonfiction, 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. Student 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, Margueritte Duras and many others will be an integral part of class. Natalie Goldberg’s Writing Down the Bones will be a required text. Open to writers of any level of experience. BA only.

WRI 500e
THE BEATS AND OTHER REBEL ANGELS - 3 CR
Lee Christopher, MEd, MFA
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 writers of this phenomenal era produced. Students will use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassady, Peter Orlovsky, Diane DiPrima, John Wieners, 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 us by these courageous writers of the Beat Generation. Prerequisites: Permission of
the instructor is 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. Both BA and MA.

**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 diction; 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 Weidon (Life and Loves of a She-Devil), Michael Onodaite (Coming Through Slaughter), Colette (Earthly Paradise). Prerequisites: Permission of the instructor is 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. Either BA or MA.

**WRI 534e**
**THE ART OF THE ESSAY: EXPLORING CREATIVE NON-FICTION - 3 CR**
**Lee Christopher, M.Ed., MFA**

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 errors 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: permission of the instructor is 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. Both BA and MA.

**WRI 539e**
**POETRY WORKSHOP: GREAT COMPANIONS - 3 CR**
**Lisa Jamot**

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: permission of the instructor is 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. Both BA and MA.

**WRI 541e**
**SCULPTING PROSE - 3 CR**
**T. Burke, Jr., MFA**

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: Permission of the instructor is 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. Both BA and MA.

**WRI 584e**
**DRAMATIC MEASURES: THE CRAFT OF WRITING FOR THE STAGE AND SCREEN - 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: Permission of the instructor is 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. Both BA and MA.
ACADEMIC COURSES

COURSE INFORMATION

Course Numbering

Undergraduate
200-299 intended for freshman 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

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 concentration area within the E.S. major. These courses may also be taken as a minor or as electives.

ANT 499
Independent Study - 1-4cr
Faculty
Recommended for students taking concentration areas, or minors in anthropology. Cultural anthropology is available in the Naropa Core College. Best taken after required courses in this concentration area. BA only.

ANT 536
Arts and Culture of Nepal - 3cr
Faculty
Offered by the study-abroad program and constitutes a core requirement for the program. This course is designed to introduce traditional aspects of the multi-ethnic Nepalese culture. The course will present material from a historical, as well as contemporary point of view. It will explore the rich cultural heritage of Nepal as it is expressed in religious traditions, sacred and ceremonial art forms, and traditional crafts. The course will look at both the social and mythical perspectives to understand this dynamic relationship as it 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 to reflect on the material in light of personal experience. Both BA and MA

ANT 538
Arts and Culture of Bali - 4cr
Faculty
Offered by the study-abroad program and constitutes a core requirement for the 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 Universiy faculty and local artists. Both BA and MA

ANT 550
Cultures, Globalization & Environmental Peacemaking - 3cr
d'Forrester Ketchin
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 pastoral, 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. Both BA and MA

ANT 586
Independent Research: Nepal - 3cr
Faculty
Offered by the study-abroad program and constitutes a core requirement for the program. This class 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 monastic life and education. Program faculty will supervise the planning and evaluate the final project and presentations. Both BA and MA

ANT 588
Independent Research: Bali - 3cr
Faculty
Offered by the study-abroad program and is optional for students in the 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. Both BA and MA
ART (ART)
Unless otherwise indicated, courses in this discipline are offered by the Visual Arts Department.

ART 499
Independent Study - 1-3cr
Faculty
BA only.

ART 500
The Contemplative Artist - 3cr
Joan Anderson
At the very heart of the word contemplative is the activity of observing, seeing. Contemplative was originally a term of divination, meaning an open space marked out for observation. Contemplate implies attentive and meditative observation. Through mindfulness meditation, studio assignments, and selected readings, students explore a cosmology of art: how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions, how perceptions are affected by culture, and how these two streams of the personal and the public come together in individuals' aesthetic sense and artistic expression. Both BA and MA

ART 502
Pottery From the Earth - 3cr
Marcia Losow
In the ancient clay traditions all pottery comes from our mother, the earth. This class focuses on finding wild clay, using it to make vessels and other objects, and firing them with wood and dung in a hearth on the ground. Forming, burning and decorating vessels using gourd scrapers and hand made brushes as tools is an important part of class work. Students will also study the importance of the vessels used by their own and other traditions, and how these vessels influence their lives. Both BA and MA

ART 511
Mixed Media - 3cr
Sue Hammond West
Students will engage in the creation of art made out of mixing materials and media. Investigations include formal, technical, philosophical, and experiential aspects of art-making. Sources of artistic imagery, from contemporary to traditional art, and the dynamics of aesthetic experience are examined. Students develop insights through the integration of: witnessing many forms of art, critical intent, and personal creative experience. Emphasis is placed on making art, artistic evaluation, and the dynamics of group critique. Both BA and MA

ART 515
Watercolor - 3cr
Robert Spellman or Bernie Marek
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. Both BA and MA

ART 520
Calligraphy and Book Arts - 3cr
Laurie Doctor
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 twice for credit. Both BA and MA

ART 525
Drawing II - 3cr
Robert Spellman
This course is 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 508 or permission of instructor. Both BA and MA

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. Both BA and MA

ART 533
Thangka Painting I - 3cr
Cynthia Moku
This studio class is an introduction to painting Buddha images in the Tibetan tradition. Using pencil, brush, 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. Both BA and MA

ART 537
Brush Stroke I - 3cr
Keith Abbott or Harrison Th
Brushstroke class will focus on learning how to cultivate the Qi or energy, through the practice of brush calligraphy. Expertise in this ancient meditation will not be expected; we will focus on the process of mediation with a brush, keeping in mind brush master Kaz Tanahashi's notion, "Failure now may be more interesting than success later." One script, regular script or Caoshu, will be emphasized, with exercises in seal script and cursive included. Students will learn about how Asian paper and brushes are made, how to place a chop or red seal on Asian calligraphy, how Asian brush art is designed and how it differs from Western art. Each workshop will begin with a tai-chüü gong standing meditation. Both BA and MA
ART 540
Sculpture - 3cr
Anne Shuman
Students will learn to twist, stretch, and flip their perceptions of the "known" to help them discover their hidden creative avenues that long for attention. Building personal relationships by creating found object sculpture in teams will be the means by which students will discover their tendencies and learn how to expand their creative process physically, emotionally, and spiritually. Both BA and MA

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. Skills focused on include dry-technique shading, color mixing and application, and making gold paint. Detail study of classic thangkas, both past and contemporary, complement the skills practiced. Both BA and MA

ART 545
Painting I - 3cr
Joan Anderson
Painting I is a beginning level painting class suitable for beginning painters as well as more seasoned ones. The approach stresses artistic practice both in technique and expression. What gives a painting the power to change our experience, to enrapure us, to scandalize us, to transcend time, place, culture? By painting, students practice and learn to examine what it is that takes a painting beyond what Picasso referred to as "mere painting." Students will also practice keeping a sketchbook. Both BA and MA

ART 547
Brush Stroke II - 3cr
Keith Abbott or Harrison Tu
In second semester brush there are three four-week long assignments. 1. Students will read selections from Chogyam Trungpa's Dharma Art, work on trying to duplicate the energy of certain famous calligraphic pieces, present their examples and a short paper on their artistic process and learning curve. 2. Students will construct black, white and gray collages based on Asian asymmetrical calligraphic models and lead a presentation and discussion of their work. 3. Students will work on versions of a line of Chinese poetry in regular, seal or cursive scripts by previous brush masters such as Su T'ung Po, Nanembo or Seng, lead a discussion of their process during a presentation, and exhibit their work at the student art show. Prerequisite: ART 537. Both BA and MA

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 within a cultural lineage and within a global perspective. Both BA and MA

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 we study arts of civilizations shaped by Buddhism, Islam, and Christianity, transitions into the industrial age, and the art of the modern era. Both BA and MA

ART 553
Thangka Painting III - 3cr
Cynthia Moku
This course of study is for advanced students of thangka painting. Each student will continue to work 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 533 and ART 543. Both BA and MA

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. Both BA and MA

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 tigse, 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. Both BA and MA

ART 557
Brush Stroke III - 3cr
Keith Abbott or Harrison Tu
In this third semester workshop students will be given particular advanced problems in design. Various books about brush masters from the past are read, such as Studies in Connoisseurship, Zen and the Fine Arts or The Sword of No-Sword. The students will practice a line of poetry in regular, seal or cursive scripts in combination with an ink painting, read in The Mustard Seed Manual (or, The Tao of Painting) about Chinese aesthetics and models for painting, carve their own seals, lead workshop discussions of their process during their practice, and exhibit their work at the student art show. Prerequisite: ART 547. Both BA and MA

162 Academic Courses
ART 557
Figure Drawing II - 3cr
Laura Marshall
This course is a continuation of ART 555. Prerequisite: ART 555. Both BA and MA

ART 578
Balinese Mask Carving - 3cr
Faculty
Offered by the study-abroad program as one of the study-abroad electives, this course introduces students to the traditional art of carving masks 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. Both BA and MA

ART 579
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 Balinese batik which utilizes a "wax resist" technique of dying fabric with natural colors. Students will learn various techniques while working in small groups under the guidance of Balinese master artists to create both traditional and personal designs. Both BA and MA

ART 580
Portfolio and Gallery Presentation (Senior Project) - 1cr
Robert Spellman
This course prepares students for the presentation of their senior projects in the Nanropa Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyrights, presentation of artwork, and installation of exhibitions. BA Visual Arts seniors only. Others by permission of department.

DANCE AND MOVEMENT STUDIES (DAN)

DAN 310
Contemporary Dance Foundations - 3cr
Faculty
Contemporary dance foundations provides a basis for dance training through a combination of technical and improvisational investigations. Coursework is based on movement studies, contemporary dance traditions, and improvisational structures as a means of exploring personal movement vocabulary. This course is open to students with some experience in dance technique. BA only.

DAN 322
The Powers of World Dance - 3cr
Sam Gill & Guests
An embodied exploration of dance traditions from Ghana, Senegal, Mali, Argentine Tango, Brazilian Capoeira, and Baile Popular of Latin America taught by artists from these traditions and guided by innovative perspectives on dancing and world culture engaging students in the greatest challenge of our time: living richly, openly, respectfully, and peacefully in a culturally diverse world. Students will buy a dance class card and take at least 18 classes in world dances. All classes held at Banita World Dance and Music Studio, 5918 South Broadway. Both BA and MA

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. BA only.

NCCA 213
Wisdom of the Body - 3cr
Carla Reeser
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. BA only.
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 level. Students are invited to join the contemplative dance practice on Wednesdays from 9 a.m.-12 noon to support their training. BA only.

DAN 400
Contemporary Dance
Forms II - 3cr
Faculty
Classes will cover techniques of contemporary dance forms as a way of knowing the body through image, sensation, and memory. Through 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 from 9 a.m.-12 noon to support their training. BA only.

DAN 410
Dance of Africa - 3cr
"Maputo" Eric Menahuh
Class description TBA
Both BA and MA

DAN 499
Independent Study - 1-3cr
Faculty
BA only.

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. Both BA and MA

DAN 550
Body-Mind Centering I:
Foundation and Anatomy - 3cr
Margot Isman or Anne 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. Both BA and MA

DAN TBA
Authentic Movement - 2 cr
Ilene Lerner
This course explores all the components of authentic movement process with particular emphasis on the role of the witness and the development of a group. Students have ample time to explore their own process while experiencing the 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. BA only.

EARLY CHILDHOOD EDUCATION (ECE)

Courses in this discipline are offered by the Early Childhood Education Department.

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 mind, students prepare for teaching with vigor, freshness, and openness. The class will study contemplative approach to the dynamics of teaching young children. 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. These practices enable students to perceive and bring forth children's true natures without prejudice and aggression. BA only.
ECE 320
(operated every other year)
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. BA only.

ECE 380
Observing Early Development I - 2cr
JoAnn Robinson
This course studies the development of children, ages birth to three with particular emphasis on toddlers and three year olds. The approach will begin with first hand contemplative observation, then proceed to studies of relevant developmental theory within a contemplative context in the areas of body, speech and mind. BA only.

ECE 385
Observing Early Development II - 2cr
JoAnn 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. BA only.

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. BA only.

ECE 420
Energy and Expression
in the Classroom - 2c
Darlene Lorrain
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. BA only.

ECE 430
Teaching Young Children - 3cr
Annette Crawford
This course brings a contemplative view to learning the skills necessary for teaching preschool children, emphasizing the importance of observation and reflection. The class will combine lecture/discussion, observation, and experiential approaches. Students will utilize developmentally appropriate practice and the seven core dispositions of teaching to examine the dynamics of the child, the adult, and the environment within a contemplative setting. During this course the class will visit each of the internship settings and students will be assigned their internship placements for the spring semester. The study of preschool teaching then focuses on the details of that particular philosophy and teacher. BA 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. BA only.

ECE 480
(operated every other year)
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 rules and regulations of the Colorado Department of Social Services. BA only.

ECE 499
Independent Study - 1-3cr
Faculty
ECE 505
Maitri 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, maitri training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discreet styles of expression in oneself and others. Maitri practice is based upon the discovery of the intrinsic wisdom of emotional energies, described as the Buddha families. 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. Both BA and MA

ECE 550
Holistic and Contemplative Teaching - 2cr
Michael Giroti
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 contemplative traditions of Shambhala, Montessori, and Waldorf and also includes a brief study of Reggio Emilia and others. On-site observations are done in preschools that 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. Both BA and MA

ECE 593
Issues in Education: The Mary Culkin Series - 2cr
Gene Hooley
This presentation and discussion series is a forum through which students can learn from regional and national leaders about issues facing the education profession. These issues can include worthy wages, diversity, separation of church and state, public policy, etc. Both BA and MA

ECOLOGY (ECO)
The courses in this discipline are offered by the Environmental Studies Department. This is a concentration area within the S.S. major. These courses may also be taken as a minor, or as electives.

ECO 499
Independent Study - 1-4cr
Faculty
Recommended for students taking Concentration Areas as minors in Ecology. Best taken after required courses in this area. BA only

ECO 510
Field Ecology I: Biology and Plant 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. Prerequisite: Lower Division, one previous science course, or complex systems course. Both BA and MA

ECO 560
Global Ecological Issues - 3cr
Jane Bunin
This course is 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. Prerequisite: lower division, one previous science course, or complex systems course. Both BA and MA

ECO 580
Field Ecology II: Physical Ecology and Ecological Methods
Charles Patterson
This course will build on the material of Field Ecology I to other areas of field ecology including soil science, geology, water quality, hydrology and mapping. This course provides a sequel to ENV 535, Ecology and Evolution and ECO 510, Field Ecology I. These courses need not be sequential. Both BA and MA

CONTEMPLATIVE EDUCATION (EDS)

EDS 500W
Summer Education Conference I - 1cr
Genea Simone and faculty
A weekend spirituality in education conference begins each summer session of the masters 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 presentation by graduating MA Contemplative Education students. Both BA and MA

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. MA only.

EDS 605
The Contemplative Teacher - 3cr
Richard C. Brown
This course explores contemplative concepts, perspectives, skills and practices for the journey of mindful teaching. Observations and perceptual exercises will complement meditative practice. Awareness development will be experienced both personally and as a component of community learning. Requirements include both morning and evening meditation with accompanying short talks and meetings with instructors. MA only.
EDS 610
Arts in Education I - 2cr
Mindy Opton and Bernie Marek
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 settings. MA only.

EDS 625
Integrative Seminar I - 1.5cr
Richard Brown & Selva Ebbers
This seminar explores the connections and obstacles between students' experiences of the summer study and practice and their previous personal and educational experiences. This facilitates the overall integration of a contemplative approach within the students' comprehensive experience. The course includes both small group and roundtable faculty discussions with student participation on emergent issues within the summer community. Topics might include: balancing content and process, artificial community & real world, rigor and contemplative learning, etc. MA only.

EDS 635E
Integrative Seminar II - 1cr
Richard Brown & Selva Ebbers
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. MA only.

EDS 650E
Spiritual Roots of Development I - 2cr
JayAnn Robinson
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. MA only.

EDS 655E
Perspectives in Sacred Learning II - 1cr
Genet Simone
This one-credit section provides the opportunity for students to delve deeper into any one of the traditions encountered in ECE 615E "Perspectives in Sacred Learning I," and apply that exploration to their current teaching situation. Students will report on the more attractive aspects of the tradition(s) they try to integrate, as well as the challenges they encounter. The goal is to experiment with a perspective in one's own teaching arena, and then assess those efforts. Questions addressed include, How does one particular tradition inform my own teaching? Which aspects of the tradition/perspective do not work well, and why? How can I use these traditions to meet the needs of all learners? MA only.

EDS 700
Contemplative Curriculum - 3cr
Richard C. Brown
This course studies principles of mindful curriculum and the sacred transformation of the learning environment within a secular context. The writings of Rachel Kessler, John Miller, and the curricula 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. MA only.

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. MA only.
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. MA only.

EDS 715
Integrative Seminar IV - 1.5cr
Richard Brown & Seho Ebbens
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. MA only.

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. MA only.

EDS 720E
Spiritual Roots of Development II - 2cr
Aadre Johnson
This course is a continuation of EDS 650E “Spiritual Roots of Development I.” It will provide an overview of developmental perspectives in lifespan spiritual development, with a focus on childhood and adolescence. A variety of perspectives will be presented, drawn from diverse religious thinkers and more contemporary psychological theorists, including those of Aurobindo, Khan, Steiner, Wilbur, Almaas, Pearce and Fowler. Prerequisite: completion of EDS 650E. MA only.

EDS 735E
Integrative Seminar V - 1cr
Faculty
Further study and integration of awareness and the Matri perspective in teaching skills, curriculum and environmental design. Prerequisite: completion of previous integrative seminars. MA only.

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. MA only.

EDS 765E
Integrative Seminar VI - 1cr
Richard Brown & Seho Ebbens
This course is a continuation of previous integrative seminars. Prerequisite: completion of previous integrative seminars. MA only.

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. MA only.

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
Jed Swift
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. $250.00 lab fee. Required for environmental studies majors. BA only.

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 basic practice and true art of garden work. Required for environmental studies majors. BA only.

ENV 480
Senior Project - 3cr
Faculty
Meet with your environmental studies advisor. May be taken in lieu of “Sustainable Communities” to fulfill the major requirement. Must be taken in final semester before graduation. BA only.
ENV 499
Independent Study - 1-4cr
Faculty
Recommended for students taking concentration areas as minors in environmental studies. Best taken after required courses in this area. BA only.

ENV 500
Human Systems and Evolution - 3cr
d'Forrest Ketchin
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 the kind of consciousness called "human", 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. Prerequisite: NCCS 220 Cultural Anthropology. Both BA and MA

ENV 520
Deep Ecology in Context - 3cr
Jed Swift
This course is an introduction to deep ecology philosophy in historical and cultural contexts, including contemporary currents of thought such as ecofeminism, eco-philosophy, and systems thinking. The contemplative path begun in ENV 300 "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. Both BA and MA

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 counselling 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. Both BA and MA

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 garnered information, clarity of strategy, and decision-making processes. Students complete a project involving a local environmental problem. Upper division standing required. Both BA and MA

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 ecosystem. Prerequisite: lower division science or complex systems course recommended. Both BA and MA

ENV 538
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 develop 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. Both BA and MA

ENV 540
Contemplative Approaches to Environmental Issues - 3cr
Pete Mauell
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. Upper division status recommended. Both BA and MA
ENV 550
Sustainable Communities - 3cr
Bob Howard
This course explores the concept of sustainability from the context of food supply, shelter, energy, protection, proper ecological use of environmental resources, 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. May be taken in lieu of Senior Project. Both BA and MA

ENV 555
Environmental Justice - 3cr
Faculty
This course will focus on contemporary life and experiences of American Indian people. As American people continue to struggle for self-determination, many issues will determine how they 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. Both BA and MA

ENV 560
A Deepening of Wisdom II: Ecopsychology Training for Environmental Leaders - 2cr
Forrest Kitzich, and faculty
Also a 10-day course held in August prior to orientation week. See above. There is a lab fee for this course. MA only.

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 that students select as their special topic of focus. Examining the experience of indigenous peoples and the environmental devastation they experience brings us face to face not only with key environmental issues of the times. Prerequisites: (strongly recommend) NCES 220 Cultural Anthropology or ENV 555 Environmental Justice. Both BA and MA

ENV 570
A Deepening of Wisdom II: Ecopsychology Training for Environmental Leaders - 2cr
Anne Parker, and faculty
Also a 10-day course held in August prior to orientation week. See above. There is a lab fee for this course. MA only.

ENV 600
Inner Work for Environmental Leaders I - 2cr
Sherry Blms
Mindfulness training will be introduced through sitting and walking meditation as a ground for developing wakefulness and trust in ourselves and the phenomenal world. Meditation is a way of bringing the non-duality of wilderness mind back home and applying it to our 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. We will explore methods for going beyond one's personal bias and projections in order to be an effective leader. There will be group practice sessions, lectures, discussions and individual meditation instruction. Environmental leadership students, others by permission of the instructor. MA only

ENV 604
Boulder Creek Watershed Atlas I - 2cr
Mark Wilding
This is one of four service learning/action project courses in the Environmental Leadership program. It is meant to teach a wide range of skills useful in working within a local setting that includes both human and more-than-human factors. In seeking to redefine leadership and activism the Environmental Leadership program rests on several foundational ideas. One of these is the importance of place and of understanding a place in all its dimensions. The fact that water quality and availability are key to all life, and yet 2/3 of the world's people do not have access to safe water make watershed an important framework for learning to understand a place. This course focuses on gaining the skills and information necessary for getting to know a watershed. MA only.

ENV 605
Boulder Creek Watershed Atlas II - 2cr
Mark Wilding
This course is a continuation of ENV 604. With faculty support and guidance students design and implement an action project based in service. Part of this project is a "volume" (electronic or print, film, documentation of an event, scrapbook, or other) to be added to the Boulder Creek Watershed Atlas. In addition to the service project the course offers opportunities for students to apply information and practice skills they are learning in other courses in the program. MA only.
ENV 620
Human/Nature I - 2cr
d'Forrest Ketchin
Beliefs about human nature dramatically influence the way one engages complex systems, whether cultural, or more than cultural! Such beliefs are usually based in experience, which means they are limited in scope. This course begins by examining how human nature is deeply rooted in more-than-human nature. How human culture is rooted in more-than-human culture. We dive deep in search of these roots through learning that involves body, mind and spirit, beginning millions of years ago. Throughout the semester we travel through time up to approximately 10,000 years ago, when humans began to depend on the cultivation of plants as a primary way of making a living. We take a look at what happened to human culture around that time, and set the stage for ENV 670. MA only.

ENV 621
Intensive I Integrated Dialogues: Environmental, Race, Power, and Class - 1cr
Faculty
Environmental justice movement is calling for equal protection of all people from environmental harms, regardless of race, ethnicity, origin, and socioeconomic status. This movement originated when people of color struggled against the siting of toxic waste facilities in their communities. The dialogue will examine in depth environmental justice and how it affects and disadvantages individuals, groups, and/or communities, based on race, color (the latter being defined as environmental racism). This course offers opportunities to dialogue with leaders in specific situations, focusing on specific case studies. The intention is to foster understanding of environment and race, and to offer opportunities for discovering the workability in seemingly unworkable situations. MA only.

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 interwoven 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. MA only.

ENV 631
Intensive II Integrative Dialogue: Exploring Indigenous Models of Leadership - 1cr
Faculty
It is widely recognized that the dominant model of leadership in the United States today has serious drawbacks. Not so widely recognized, but gradually seeping into discourse, is the way in which leadership that follows this model can be harmful to both leaders and followers. In refining leadership toward a healthier model it is important to listen to those who have experience with alternatives based in differing cultural understandings. Out of respect for the first people of North America, the Leadership program seeks to listen carefully to what these cultures have to say about leadership. This course will hear from several local individuals who are leaders in contemporary American Indian organizations and projects, specifically concerning what they wish to share about leadership. MA only.

ENV 650
Inner Work for Environmental Leaders II - 2cr
Sherry Ellms
This course is a continuation of ENV 600. MA only.

ENV 670
Human/Nature II - 2cr
d'Forrest Ketchin
This course takes up where ENV 620 leaves off, 10,000 years ago, and comes to the present. Along the way it takes an unorthodox approach to examining issues of globalization, peacemaking, and environmental justice. The components of the course are designed to help integrate body, mind, and spirit. They include time outdoors, fiction readings, contemplative time, texts, tapes, videos, lectures, and discussions. The peacemaker principles of "not knowing," "bearing witness," and "healing" help make the learning personally meaningful while developing important skills. The view, or perspective, that offers a strong outer boundary for our inquiry is ancient, predating what is commonly known as the "old paradigm," and even more dynamic and startling than the "new paradigm." MA only.

ENV 671
Intensive III Integrative Dialogues: Transformational Activism in a Multicultural World. - 1cr
Faculty
The idea that activism can be transformational, for the activist and for the situations, is key to the environmental leadership program. In today's multicultural world such transformational work is not possible without a cross-cultural understanding, something that is not essential for peacemaking and leadership situations involving global economic and power structures. Such activism is based in a model different from the one so often encountered in environmental work, one that fosters a kind of "colonial" approach even when the activist personally would rather not. What is called for is an understanding across cultures, and multi-cultural competency. MA only.

ENV 680
Transforming Systems II - 2cr
Mark Wilding
This course is a continuation of ENV 630. MA only.
ENV 681
Intensive IV Integrative Dialogues: Exploring Cultural Diversity in Ecopsychology - 1cr
Faculty
Ecopsychology is an emerging field of study and practice, still defining itself. In most cases the focus is on ecotherapy and the psychological dimensions of relating and belonging to the earth. Currently the field is reaching out through the voice of the well-educated, largely middle class perspective. The environmental leadership program wishes to add a cross-cultural dimension to the discussion. To do this requires recognition that the psychology best understood by the field may not be applicable across cultures. MA only.

ENV 669
Independent Study - 1-4cr
Faculty
Practica 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 MA requirement. MA only.

ENV 720
The Art and Ethics of Leadership I - 3cr
Tom Windham
This course will involve the students in an in-depth investigation 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. Various paradigms of leadership, the successful and the misguided, will be investigated. The sources of power, the ability to lead, to promote change, the charisma issue, whether leaders are born or made, the voluntary and the appointed leader, the disciplines of fellowship and the causes of the seeming vacuum of leadership in modern U.S. society will be researched and discussed. We will culminate in a review of the modern corporate or business view of leadership. MA only.

ENV 730
Culture/Nature Partnership I - 2cr
Anne Z. Parker
This course is a team action project focused on a restoration project at Hedges 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. MA only.

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 skillful means that accompany and enhance the ability to lead, from a mindfulness/savviness practice through effective listening, to mediation and public speaking. Students may be required to teach segments as part of the "leader as teacher" training. MA only.

ENV 780
Culture/Nature Partnership 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. MA only.

ENV 887
Extended Master's Thesis/Project - 0.5cr
Anne Parker
Students who have not completed the thesis/project may qualify for extension of the master's thesis semester. More information please see the "Special Student Status" section in the student handbook. May be repeated. MA only.

Horticulture (HOR)
The courses in this discipline are offered by the Environmental Studies Department. This is a concentration area within the E.S. major. These courses may also be taken as a minor, or as electives.

HOR 499
Independent Study - 1-4cr
Faculty
Recommended for students doing a concentration area or minor in horticulture. Best taken after required courses in this concentration area. BA only.

HOR 500
Landscape Design for Sustainability - 3cr
Jim Zarke
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. Both BA and MA
HOR 510
Agro-Ecology - 3cr
Faculty
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. Both BA and MA.

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 permission of the instructor. Both BA and MA.

INTERARTS (IAR)
Courses in this discipline are offered by the InterArts Studies Department.

IAR 340
Studies in Improvisation - 2cr
Cara Reeser
Studies in improvisation provides a basis for the InterArts studies curriculum through exercises and discussions on the development of awareness, spontaneity and playful but disciplined improvisation. Participants develop techniques for observation and for making creative decisions quickly, appropriately and with confidence. Solo and ensemble investigations support the emergence of a creative vocabulary while providing concepts and skills for collaboration. Open to all undergraduate students. BA only.

IAR 355
History and Contexts of Contemporary Art: Contemplative Perspectives I - 3cr
Barbara Dilley, Cara Reeser
This course is a team taught, interdisciplinary survey of the contemporary arts of the 20th century Western experience in the first 50 years with an emphasis on investigating 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. Class discussions develop a vocabulary for defining the creative process with a recognition of the contemplative aspects of creativity. Experience in creative process is recommended. BA only.

IAR 360
History and Context of Contemporary Art: Contemplative Perspectives II - 2cr
Steven Taylor, Cara Reeser
This is a continuation of IAR 355. The emphasis is on the last half of the twentieth century. Chogyam Trungpa Rinpoche 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 through 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. BA only.

IAR 370
Theater Design and Production I: 2cr
David Ortolano
"All space is constrained by an idea of that space" - Peter Brook. Just as ideas are framed by personal values, so is a performance framed by the selection of space, light, sound, set, and costume by the designer in collaboration with the director or choreographer. Conscious selection of these elements while the work is being created can enhance and/or "hi-light" work and make a performance more powerful and effective. With a series of space, light, sound, and costume studies, we will discover some basic principles of design and production. Emphasis will be placed on effective use of simple ideas and the development of a language for collaboration. BA only.

IAR 380
Creative Process I: Improvisation - 3cr
Barbara Dilley, Bihllyn Frind
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 arts emphasis. BA only.

IAR 387
Theater Design and Production II - 2cr
David Ortolano
This is a continuation of IAR 370. This course offers students the opportunity to explore design in greater detail. Throughout the semester each student will choose an area of focus either in lighting, sound, costume/makeup, set staging, or production design. By creating scale drawings, hook-ups, cue sheets and plots and other various renderings, students will develop skills that will enable them to interface with performance artists in a professional environment. Each student will develop a final project at the end of the semester. Prerequisite: IAR 370 or permission from the InterArts Department. BA only.

IAR 410W
Creative Process: Guest Artist I: The Poetic Body - 2cr
Amy Bassi
A six-day intensive based on Jacques Lecoq 'Theatre of Creation. For over forty years, Jacques Lecoq, world famous theatre pedagogue and colleague of Eugenio Barba and Darío Fo, trained artists from all over the world in his two-year school in Paris. His students founded collaborative, creative ensembles with unique and original aesthetics. Former students include Julie Taymor, Ariane Mnouchkine, and the founding members of Cirque du Soleil. This six-day workshop will focus on poetry and music as a source of inspiration for theatrical improvisation. The work will be taught at an introductory level, will
be highly physical, suitable for students in all artistic disciplines, but focused on collaborative creation for live performance. Both BA or MA

**IAR 420**  
Creative Process II: Composition - 3cr  
*Barbara Dilley, 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, set, and environment. Explorations are based on individual and collaborative activities and culminate in final presentations.  
Prerequisite: IAR 380 BA only.

**IAR 470**  
Creative Process III: Performance Studies - 3cr  
*Mark Miller, Steven Taylor*  
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. BA only.

**IAR 450**  
New Repertory Performance Project - 2cr  
*Faculty*  
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 a selection process during the preregistration period of the previous semester. Both BA and MA

**IAR 484**  
Advanced InterArts Seminar: Improvisation - 3cr  
*Barbara Dilley and guests*  
Improvisation is the source of creative process and a natural technique in many performances. Each class will begin with meditations 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. Students will create a final project to be presented outside of class within the Naropa and Boulder communities.  
Prerequisite: IAR 380 and IAR 420. Both BA and MA

**IAR 499**  
Independent Study - 1-3cr  
*Faculty*  
BA only.

**IAR 506**  
Contemplative Dance Practice: Body/Mind Awareness - 1cr  
*Barbara Dilley and Faculty*  
Contemplative dance practice joins the disciplines of sitting meditation with practices from contemporary dance improvisation and movement studies. 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. Both BA and MA

**GER 470**  
Creative Process II: Performance Studies - 3cr  
*Barbara Dilley and guests*  
Improvisation is the source of creative process and a natural technique in many performances. Each class will begin with meditations 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. Students will create a final project to be presented outside of class within the Naropa and Boulder communities.  
Prerequisite: IAR 380 and IAR 420. Both BA and MA

**GER 484**  
Advanced InterArts Seminar: Improvisation - 3cr  
*Barbara Dilley and guests*  
Improvisation is the source of creative process and a natural technique in many performances. Each class will begin with meditations 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. Students will create a final project to be presented outside of class within the Naropa and Boulder communities.  
Prerequisite: IAR 380 and IAR 420. Both BA and MA

**GER 499**  
Independent Study - 1-3cr  
*Faculty*  
BA only.

**GER 506**  
Contemplative Dance Practice: Body/Mind Awareness - 1cr  
*Barbara Dilley and Faculty*  
Contemplative dance practice joins the disciplines of sitting meditation with practices from contemporary dance improvisation and movement studies. 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. Both BA and MA

**GER 580**  
Death and Loss as Opportunities for Healing - 2 cr  
*Victoria Howard*  
This course is a collaborative effort of Naropa faculty and Hospice of Boulder County, weaving together hospice's volunteer training and contemplative approaches to attending the dying person. Through experiential exercises, lecture, film and class discussion, we will explore our own attitudes and experiences of death and dying, examine cultural differences with regard to these issues, and acknowledge death as the common ground of healing for both individuals and community. This course is required of all Gerontology and Engaged Buddhism students. It is open to others by permission of the Instructor. Community professionals and those interested in working with the dying are encouraged to take the course. Both BA and MA

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**GERONTOLOGY (GER)**

Courses in this discipline are offered by the Gerontology Department.

**GER 570**  
Working With Elders in the Creative Process - 2cr  
*Jeffrey Bliss and Lucien Wulsin*  
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. Both BA and MA
GER 590
Effects of Contemplative Education - 3cr
Robert Aitchley
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. Both BA and MA

GER 600
Contemplative Aspects to Aging - 2cr
Katherine Campbell
This course will provide entering gerontology 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. MA only.

GER 610
Concepts of Management: Leadership and Teamwork - 3cr
Robert Aitchley
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 leadership, management process, and the development of communications skills for administrators. MA only.

GER 620
Long-Term Care Delivery Systems - 2cr
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. MA only.

GER 630
Managerial Accounting - 2cr
Gail Hoyt
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 viable solutions. The objectives of accounting and reporting and the use of computerized systems to accomplish these are presented. MA only.

GER 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 health care professionals. MA only.

GER 647
Social Aspects of Aging - 2cr
Robert Aitchley
This course provides a comprehensive overview of social gerontology as a field of knowledge, research, social policy and practice. MA only.

GER 650
Contemplative Approaches to Elder Care - 3cr
Victoria Howard and Katherine Campbell
This course builds on the learning developed in GER600 "Contemplative Approaches to Aging." Students will continue their study of contemplative practice as it relates to creating healing environments. Principles of therapeutic community, interdisciplinary teams, and group dynamics will be presented and discussed. Students will examine the structure and function of a caregiving team with emphasis on the ways in which a team builds a nurturing circle of support and protection for an elder. Prerequisite: GER 600 MA only.

GER 670
Public Policy - 2cr
Robert Aitchley
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. MA only.

GER 680
Financial Aspects of Long-Term Care - 2cr
Gail Hoyt
This course surveys sources of revenues 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: GER 630 MA only.

GER 699
Independent Study - 1-3cr
Faculty
MA only.
GER 740
Human Resources Management - 2cr
Mary Freund
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, 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. MA only.

GER 750
Legal and Ethical Environments of Long-Term Care - 2cr
Sheila Ashton
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, corporate law, guardianship laws, privacy and confidentiality, and intentional and unintentional torts with specific emphasis on the potential liabilities of health care professionals and administrators. The course also focuses on ethics of health services management. MA only.

GER 800
Professional Seminar - 1-cr
Kathy Numan
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 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. MA only.

GER 805
Field Placement in Long-Term Care - 2cr
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: GER 610 MA only.

GER 850
Internship - 1-8 cr
Kathy Numan
Students are placed in long-term care settings. The 800-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. MA only.

GER 880
Master's Paper Seminar - 1cr
Robert Ashton
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. MA only.

GER 881
Extended Master's Paper - 0.5cr
Faculty
Students who have not completed the master's paper may qualify for extension of the master's paper seminar semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated. MA only.

MUSIC (MUS)
Unless otherwise indicated, courses in this discipline are offered by the InterArts Studies Department.

NCCA 100
Musical Beginnings - 3cr
Mark Miller
The practice of music integrates many aspects of our being: the mind and the intricacies of music theory, the physicality of instrumental technique, the ear and its sensitivity to pitch and musical color, and the expressive 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, theatre 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. BA only.

MUS 300
Music Appreciation - 3cr
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. Both BA or MA.

MUS 400
Composition - 3cr
Jesse Manno
The content and direction of this course will be determined largely by the interests and talents of those enrolled. It is open to everyone from virtuosos to neophytes, but is limited to 20 people. Alone and together, we will explore a variety of unconventional approaches to composition, helping each other diversify as we go. Possible avenues include multitrack recording techniques, alternative intonation systems, and composing for dance, theatre, and film. Knowledge of conventional music theory and notation, and skill on particular instruments is welcome, but not required. BA only.
MUS 499
Independent Study - 1-3cr
Faculty

MUS 500
Ear Training I - 3cr
Emily Takahashi
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. Both BA or MA

MUS 503
Naropa Afro-Pop Ensemble - 2cr
Chris Zorn
From jí to jívie, 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! Both BA or MA

MUS 505
Balinese Gamelan Orchestra - 2cr
I Made Lasmawan
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 the 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. Both BA or MA

MUS 508
Shambhala Chorus - 3cr
Bill Douglas
Students will prepare for performance pieces from all periods of music history, including Medieval and Renaissance sacred music, Bach chorales, folk and pop songs, jazz standards, and contemporary pieces by Zap Mama, Bobby McFerrin, and others. Participants must be able to carry a tune. The ability to read music is helpful, but not essential. The aim of the class is to learn about music and to uplift through singing. Students will perform in the final music arts concert. Both BA or MA

MUS 510
Ear Training II - 3cr
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. Both BA or MA

MUS 515
Music of Africa - 3cr
Benjamin Dibetty
TBA
Both BA or MA

MUS 530
Improvisation I - 2cr
Faculty
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. Both BA or MA

MUS 535
Jazz Ensemble - 2cr
Grazia Di Giorgio
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. Both BA or MA

MUS 538
African Marimba Ensemble - 2cr
Chris Zorn
This ensemble focuses on the exciting, interlocking rhythms and melodies played by the Shona people of Zimbabwe. The ensemble consists of seven marimbas (three sopranos, two 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. Both BA or MA

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. BA only.

MUS 548
Balinese Gamelan Orchestra: Bali - 3cr
I Nyemen 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. BA only.

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. Both BA or MA
**MUS 555**  
Introduction to World Music: the Music of India - 3cr  
Bajer Ramanathan

Through lectures, recordings, demonstration and interactive discussion, this course provides an introduction to the concepts and structure of both North (Hindusthani) and South (Carnatic) Indian styles. We will cover the fundamental elements of raga, taal, and laya, as well as the musical instruments and history of Indian music within the context of Indian culture, society and religion. Some comparisons to Western musical concepts and performance will be included. No previous experience in music is required.  
Both BA or MA

**MUS 560**  
Musicianship II - 3cr  
Bill Douglas

A continuation of MUS 550. Prerequisite: MUS 550 or its equivalent. Both BA or MA

**MUS 570**  
Musicianship III - 3cr  
Bill Douglas

A continuation of MUS 560. Prerequisite: MUS 560 or its equivalent. Both BA or MA

**MUS 580**  
Recording Studio - 3cr  
Gary McCrum

In this class we will develop an understanding of the basic-physical principles of acoustics and electronics as they pertain to sound transmission and recording. Of particular concern will be the hands-on use of microphones, signal and dynamic processors, and multitrack recording equipment both as creative and archival tools. We will also gain practical experience through group and individual recording projects that explore the technical differences between analog and digital recording and their respective techniques. Prior recording or music experience, though helpful, is not required.  
Both BA or MA

**MUS 597**  
Private Music Lessons - 0.5-4cr  
Faculty

Both BA or MA

**AMERICAN INDIAN STUDIES (NAM)**

The courses in this discipline are offered by the Environmental Studies Department. This is a concentration area within the E.S. major. These courses may also be taken as a minor, or as electives.

**NAM 499**  
Independent Study - 1.4cr  
Faculty

Recommended for students taking a concentration area or minor in American Indian studies. Best taken after required courses in this concentration area. BA only.

**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. Prerequisite: ENV 555 Environmental Justice.  
Both BA and MA

**NAM 565**  
Land, Culture & Survival - 3cr  
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. Prerequisite: ENV 555 Environmental Justice. Both BA and MA

**NAROPA COLLEGE CORE (NCC)**

These courses are offered by the Naropa College Core

**NCCA 100**  
Musical Beginnings: An Introduction to Music Fundamentals - 3cr  
Mark Miller

The practice of music integrates many aspects of our being: the mind and the intricacies of music theory, the physicality of instrumental technique, the ear and its sensitivity to pitch and musical color, and the expressive 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 learn more about music as a related discipline; a prerequisite for those interested in majoring in music. No previous experience is required. BA only.

**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 who 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. BA only.

**NCCA 213**  
Wisdom of the Body - 3cr  
Cara Resser

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 embodied 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. BA only.

NCCC 101
Portfolio Workshop - 1cr
Faculty
Students will prepare portfolio to 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 this catalogue's section on Naropa College Admissions. BA only.

NCCC 248
Coming to Voice - 3cr
Bishi Friend
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. BA only.

NCCC 250
The Writer's Craft - 3cr
Lisa Jarrott, Matt Reagan, Bill Scheffel, Candace Walworth, Leland Williams, and Faculty
This is a prose-writing workshop designed to meet you where you are as a writer. We engage the full range of writing activities, from spontaneous composition to careful editing. Whether you keep a journal, write letters to the editor, consider yourself a poet, or write only under duress, this course will stretch your writing and thinking in new directions. Your material comes from what you know best—your own life. Students in this course become allies in one another's creative process, inspiring and challenging one another to write vividly about people, places, events, and ideas. Each student leaves this course with a substantial manuscript of nonfiction prose. BA only.

NCCH 320
Introduction to Western Psychology - 3cr
Beth Strong
This course is an introduction and overview of various Western psychological theories. Emphasis is on view, goals, strengths and weaknesses, and therapeutic approaches. BA only.

NCCL 300
Peer Leadership Training - 2cr
Jenevieve Glemming
Over the course of the weekend workshop, students will learn the necessary skills to facilitate small groups of incoming new students during NCCL Week. The areas covered will include: communication and facilitation skills, referring students and their families to area services, connecting students to campus, creating a sense of belonging to the community, diversity information, and more. The well-defined training will provide students with skills that maybe utilized life long. BA only.

NCCP 209
Meditation: The Awful Truth - 3cr
Bayard Cobb
This title, playfully suggested by Charlotte Joko Beck, concerns dispelling the myths about meditation as a bliss state. 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. We will study the teachings of Joko Beck, Chogyam Trungpa Rinpoch 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, meetings with a meditation instructor and daily meditation practice. Beginners (and "beginner's mind") encouraged. BA only.

NCCP 200
Identity and Representation: Race, Class and Gender on Film - 3cr
Lisa Locke
We will view and discuss a variety of recent documentary and independent films, augmented by weekly readings and brief-essay assignments to develop analyses of the intersections of race, ethnicity, class, and gender in filmed representations of identity, as well as in our own social, political, and poetical lives. We have a potluck meal and informal chat prior to each screening, and each film is followed by focused, engaged discussion. Interested members of the Naropa community are welcome to come for the scheduled film; non-registered attendees may remain for the discussion at the discretion of the instructor. BA only.

Academic Courses 179
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 moral codes 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 in responding to the problems of good and evil and what makes us most human. The student produces a portfolio of their personal ethical vocabulary and contemplation. BA only.

NCCS 220
Cultural Anthropology: Who Are the Americans? - 3cr
Liz Locke
Students will use case studies, their life experiences, and readings to wrestle with the development of moral codes 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 in responding to the problems of good and evil and what makes us most human. The student produces a portfolio of their personal ethical vocabulary and contemplation. BA only.

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 1955-1975. This will not be a conventional history course, densely packed with detailed chronological developments, but one that puts a strong emphasis on the relevance of these historical movements to our societal and personal search for the meaning of genuine freedom. BA only.

NCCS 235
Western Philosophy I: Spring of the River of Being - 3cr
Alan Hartway
Western philosophy begins with the thought of ancient Greeks and Romans. The nature of being itself and constructing a rational world concerned them as they moved from a mythological world view to one of science and logic. With a special focus on Plato and Aristotle, we will be reading primary sources to discover the problems they considered and the impact their answers have had on 3,000 years of Western history and thought, especially on linguistics, Christianity, and modern culture. The student produces a portfolio of their philosophical vocabulary and contemplation. BA only.

NCCS 250
World Myth and Gender - 3cr
Kari Edwards
In this course we will examine the construct of gender through myth, and see how, over time and throughout the world, a gender-centric reality has been enforced by the use of mythology. We will also look beyond what we have come to believe about gender, to the ever-present fluidity of gender in myth. We will examine, from a critical perspective, myths of the Greeks/Romans, first nation peoples, Asian, and other cultures. The intention of this course is to "trouble" assumed notions of mythology and gender. BA only.

NCCS 255
Western Philosophy II: An Imperfect Symmetry - 3cr
Alan Hartway
Western philosophy continues to develop after the fall of Rome, from Augustine of Hippo to Thomas Aquinas, through medieval time through the Renaissance until the 1600's Enlightenment within the matrix of Christian, Islamic, and Jewish thought. We will examine in primary source readings the attempts to construct all encompassing and symmetrical systems of thought reflecting the light of a cathedral's rose window, the beauty of Arab calligraphy, and mysticism of Judaism. The student produces a portfolio of their philosophical vocabulary and contemplation. BA only.

NCCS 325
Gender Savvy in Contemporary Religion - 3cr
Liz Locke
Religion has greatly influenced our experiences as male and female in the areas of sexuality, power, roles, personal identity, privilege, and enlightenment. Feminism has identified the biases of patriarchy, seeking to rectify them in a variety of ways—revising 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 influences of patriarchy, feminism, and gender studies in contemporary American religion, especially Christian and Buddhist. BA only.

NCCW 210
The Tao: Lao Tsu, Confucius, and The I Ching - 3cr
Rataan Faigao
We will study Lao Tsu 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 T'ai-chi ch'uan as taught by Professor Cheng Man-ch'ing. One need not practice T'ai-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 T'ai-chi ch'uan form into the eight ways, a set of simple exercises that tease out the basic principles of T'ai-chi ch'uan so it can be taught easily to the ill and the elderly. BA only.

NCCX 100
Physical Geography: Beholding the Body of the Earth - 3cr
Anne Parker
This course deepens our natural understanding of the dance and display of the earth. Physical Geography explores the beauty and movement of the earth's tides, seasons, currents, winds, continents, and mountains. Through diverse means and media including fieldtrips, scientific text, literature, stories, map-making and direct experience, we will examine these
geo-systems. We will learn the fundamentals of map reading and map-making. This course joins scientific understanding and sacred view of the natural world. BA only.

NCCX 200
Boulder Bioregion: An Exploration of Place - 3cr
Loretta McGrath

How do we create a sense of community and belonging in a new place? In this course we will explore both the sacred and ordinary features of the Boulder bioregion. From the Naropa campus outward, we'll uncover the lore hidden in the layered landscape of Boulder while exploring what it means to have a "sense of place." 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. Students will have the opportunity to acclimate to this place and explore the impact of having migrated to a new region. Student projects will link experiential field trip explorations with demographics, interviews, map-making, historical records, and scientific findings. BA only.

NCCX 210
Botanical Arts: Doing Science Through Art - 3cr
d'Arce Forrest Ketchin

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 illustration, 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. BA only.

NCCX 240
General Systems Thinking - 3cr
Roland Evans

In this course we will explore the exciting and innovative scientific paradigm of complex systems, studying such ideas as wholeness, chaos theory, morphic resonance and the interconnectedness of life. Through a balance of lecture, experiential exercises and wide-ranging discussion, we will use systems thinking to understand our human experience and the world we live in. Class readings and videos include such original thinkers as Fritjof Capra, Gregory Bateson and Rupert Sheldrake. BA only.

NCCX 245
Geography: Pilgrimage, Sacred Landscape & Celebration of Earth - 3cr
Anne G. 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 dence of transformation with the earth. BA only.

NCCX 250
Cosmology in Myth and Physics - 3 cr.
Liz Locke

In their cosmogonic narratives, the ancients asked, "Who are we?" We pose the same question by asking, "Where did we come from?" Is the scientific imagination wholly different from the mythic imagination? Are general relativity and quantum mechanics merely adding new stories to old? We will map the strange early universes of the Maya, Sumerians, Greeks, Jews, and others, and then, via Stephen Hawking's Universe, we will meet the protagonists in our own stories of creation—neutrinos, dark matter, anti-matter, strings, singularities—whose attributes are at least as strange. Is each system of thought a transient explanatory model, or are both somehow intrinsic to how the human mind works when confronted with its own deep past? Open to all.
NCCX 330
Awakening the Scholar - 1cr
Des Coulter

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. BA only.

NCCX 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. BA only.

NCCZ 235W
Gandhi and Malcolm X: The Quest for Personal and Social Transformation - 1cr
Sudarsan 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-Sarvodaya-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. This course explores the link Gandhi and Malcolm X saw between personal and social transformation and how precisely they changed themselves and their worlds. BA only.

NCCZ 240W
Gandhi and His Search for Moksha - 1cr
Sudarsan Kapur

Mohandas K. Gandhi argued that “what I want to achieve, what I have been striving and pining to achieve these thirty years, is self-realization. To see God face to face, to attain Moksha. I live and move and have my being in pursuit of this goal. All that I do by way of speaking and writing, and all my ventures in the political field, are directed to this same end.” This course explores Gandhi’s religious quest and the meaning it holds for the transformation of self and society. We will also examine Gandhi’s vision of a just social order, his methods to make his vision real, and the particular strands in his own tradition of Hinduism that sustained him in his personal and public journeys. BA only.

NCCZ 250
Dramatic Practices: Liberating the Performing Spirit
Alana Byr Burman and Ethin Friend

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 United States and elsewhere and to examine the relationship of performing spirit to the culture/society from which it springs. BA only.

NCCZ 280W
Gandhi: Transforming Leadership - 1cr
Sudarsan 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' 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. BA only.

NCCZ 290
Mythopoeisis: Cosmologies and Mythologies - 3cr
Alan Hartway

From cave paintings to the big-bang, we will explore the ways ancient human cultures have thought about the divine or the transcendent in making meaning for their societies. Our primary focus will be the oral and literary traditions of Greeks and Roman classical myths, and we will look at Egyptian, Mesopotamian, and Asiatic roots. Nordic and Celtic mythmaking will be a part of this course. The student will produce projects about creation, end time, fertility, gender, heroic journey, and ritual myths. We will explore personal uses of myth, especially through a Jungian lens. BA only.

NCCZ 300
Engaging the World - 3cr
Fleet Macull

This class will examine the radical possibility of fully integrating one's spiritual path with a path of social activism. We will explore contemplative approaches to social issues with a special focus on the movement known as "socially engaged Buddhism," or more broadly as "socially engaged spirituality." Drawing on traditional and contemporary teachings, this class will investigate the nature of
the individual journey one makes in order to engage the world from a contemplative ground. The class will be highly experiential and will introduce students to practical tools for activism and peacemaking, including nonviolent communication, community organizing, conflict resolution, and future visioning. Over the length of one semester, we will create with each other a socially engaged community for collaborative learning and spiritually grounded activism. BA only.

**NCCZ 305**
**Seminar in Reading and Writing: Women of Color in Literature - 3cr**
**Akhilah 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 Chicano 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, Shy Youngblood, Michelle T. Clinton, Denis Chavez, Suheir Hammad, Jessica Hagedorn, Toni Morrison, Lorna Dee Cervantes, Suzan-Lori Parks and bell hooks. BA only.

**NCCZ 320**
**Moving Images: So You Want to Make a Movie - 3cr**
**Faculty**
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. BA only.

**NCCZ 326**
**Global Corporatism - 3cr**
**Alex Tonsor**
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. BA only.

**NCCZ 333**
**Seminar in Reading and Writing: The Socially Engaged Imagination - 3cr**
**Candace Walworth**
How have writers engaged the social issues of their times? What can we learn from their experiments? 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 one-half of class time will be devoted to discussing texts written by students in the class; the other half we will discuss writing by authors such as Toni Cade Bambara, Anton Chekhov, D. H. Lawrence, Gabriel Garcia Marquez, Toni Morrison, Pablo Neruda, and Alice Walker. Students will complete a manuscript of original writing as part of the course requirements. BA only.

**NCCZ 334**
**Seminar in Reading and Writing: Introduction to Short Fiction - 3cr**
**Candace Walworth**
This seminar introduces students to a diverse range of short fiction by classical and contemporary writers. 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 Sherwood Anderson, Margaret Atwood, James Baldwin, Chinua Achebe, Jorge Luis Borges, Ralph Ellison, Langston Hughes, Ursula LeGuin, Leslie Marmon Silko, and Amy Tan. BA only.

**NCCZ 375**
**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'll produce manuscripts of new poems and collaborate on a collection representative of our poetic community. BA only.

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**BA CONTEMPLATIVE PSYCHOLOGY (PSYB)**

Courses in this discipline are offered by the BA Contemplative Psychology 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 warriorship. We explore the many ways—both obvious and subtle—in which egocenteredness 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. Offered in fall and the spring. Open to BA psychology and interdisciplinary 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 fairytales, myth, and dream interpretation. Offered in the fall. BA only.

**PSYB 344**

Introduction to Transpersonal Psychology - 2cr

Susan Hamburger

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. Offered in the spring. BA only.

**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 that 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. Offered in the fall. BA only.

**PSYB 360**

Approaches to Healing - 3cr

Janine Malcolm, N.D.

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. Offered in the fall. BA only.

**PSYB 365**

Family Systems - 2cr

Diane Wyler Rumpf

This course will focus on beginning to see the family as a system, with a structure and organization of its own. 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. We will explore 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 course will combine readings, lectures, guest presentations, discussions, and experimental exercises. Offered in the fall. BA only.

**PSYB 430**

Exploring Dreams: Jungian Practice and Beyond - 3cr

Gina Martin-Smith

This course focuses on practical work with dreams, using a broad-based Jungian approach 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, so that we can better understand, and more creatively work with, the collective as well as individual conscious and unconscious fantasies, daily experiences, and stories that have special resonance will be used for material as well as dreams. The class itself assists improvement in dream recall, but dream recall is never required. The most important prerequisites for the class are kindness and an unconditional curiosity. Prerequisites: PSYB 330 or any Introduction to Jung course, and permission of the instructor. Offered in the fall. BA only.

**PSYB 455**

Dynamics of Intimate Relationships - 2cr

Lynne Pette

This course explores intimate relationship as a path of personal and spiritual development. Issues discussed include: conscious and unconscious patterns of selection of partners; family of origin influences; communication styles; conflict resolution; gender differences; sexuality; commitment; and uncoupling. Students will develop their own unique vision for deepening their experience of intimacy and creating a healthier, more satisfying partnership. Offered in the spring. BA only.

**PSYB 459**

Herbal Medicine - 2cr

Brigitte Mars

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. Offered in the fall. BA only.

**PSYB 465**

Visual Arts: Imagery in Healing - 2cr

Bernie Marek

This course explores the role of visual arts processes, imagery, dialogue, and enactment in relation to contemplation and healing. Through a contemplative/meditative format, and through directing the mind and our feelings to the “matter at
hand, " our ground and inspiration for well being can be experienced. When receptivity, play, experiment,
and wonder are joined with heart and intellect we open to our deepest healing resource – the
image. The image is the clear lens through which life can be affected and befriended more genuinely.
Painting, assembilage and clay working will be incorporated in conjunction with the sharing-
healing circle of acceptance and gentleness. Offered in the spring. BA only. Not open to freshmen.

PSYB 466
Group Process - 2cr
Michael Herrick
This class 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 see how group
and process influences and impacts 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 resolu-
tion, and leadership interventions and strategies. Dynamics of the
class participants will be used as a laboratory for investigation of
these topics. Offered in the spring. BA only. Not open to freshmen.

PSYB 482
Senior Project Seminar I - 2cr
Grace Foster Pollard and Faculty
The senior project seminar 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 build-
ing skills to develop and create a
supportive classroom environment.
Offered in the fall and the spring. Open
to BA psychology and inter-
disciplinary students only, other by
permission of department.

PSYB 483
Senior Project Seminar II - 2cr
Grace Foster Pollard and Faculty
This course is a continuation of
PSYB 482. Offered in the fall and
spring. BA only.

PSYB 486
Contemplative Psychology I: Compassionate Action - 3cr
Jane Carpenter-Cohn
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.
Prerequisites: PSYB 310 or medita-
tion experience and permission of
department. Offered in the fall and
the spring. Open to BA psychology
and inter-disciplinary students only,
other by permission of department.

PSYB 487
Contemplative Psychology II: Compassionate Outreach - 1-3cr
Grace Foster Pollard,
Jane Carpenter-Cohn
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 require-
ment will be used to fulfill
concentration electives.
Prerequisites: PSYB 310 and PSYB
486. Offered in the fall and spring. BA only.

PSYB 499
Independent Study - 1-3cr
Faculty
BA only.

PSYB 500
Understanding Experience: From
the Existential to the
Transpersonal - 3 cr
Roland Evans
The nature of experience is a fasci-
nating mystery. Every moment of
our lives we are impacted by inner
and outer happenings that leave
an imprint on our being. Growing
and changing, we create our sense
of identity, our "selfness", from all
that we experience. Yet experience is
not anything, it is a flowing
process, emerging out of the
connection between our inner and
inner worlds. From a foundation of
existential philosophy and world
wisdom traditions, we will explore
systems thinking and transpersonal
psychology to capture some essen-
tial aspects of our own experience.
Both BA and MA
PSYB 504
Introduction to Somatic Psychology: The Body of Our Psychology - 2 cr
Christine Caldwell
The study of the scientific bases of the body-mind continuum, emphasizing emotions, movement, perception and the nature of illness and healing as illustrated by the recent scientific theories and findings. By studying how our bodies and psyches are woven together, we can construct more effective therapeutic experiences both for ourselves and for others. Prerequisite: NCCY 300 Anatomy: Learning Through the Senses. Both BA and MA

PSYB 506
Language and Communication in the Healing Process - 2cr
Diane Rudine
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. Offered in the fall every other year. Upper-division BA and MA, others by permission of instructor.

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. Offered in fall and spring. Upper-division BA and MA, others by permission of instructor.

PSYB 512
Buddhist Psychology II: Maitri and Compassion - 3cr
Marvin Casper, Kathy Emery, and Jannell Chapin
The maitri practice was developed by Chogyam Trungpa, Rinpoche, from traditional Tibetan yogic 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. Prerequisite: PSYB 310 or equivalent meditation experience. Upper-division BA and MA, others by permission of instructor. Offered every year in the fall, and every other year in the spring.

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 with engaging the vitality, immediacy, and genuineness of creative experience. This course is intended for those who love or fear the enjoyment of painting. Offered in fall and spring. Both BA and MA Not open to freshman.

PSYB 517
Cultural Diversity - 2cr
Malaika Pettigrew
We will incorporate group exercises and role playing, small and large group discussions, videos and guest speakers. Along with required readings, students will select a book from an alternative reading list to use in giving a final oral and written presentation. Students will keep a journal and participate in a group project that follows their action plans toward transformation in a community setting. Offered in fall and spring. Upper-division BA students only. Others by permission of instructor.

PSY 520
Abnormal Psychology - 3cr
Kathleen Moore, Peter Grosenbacher
Offered by the BA Contemplative Psychology 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 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, as well as discussions about 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: Introduction to Psychology or permission of instructor. Offered in the spring. Upper-division BA and MA. Others by permission of instructor.

PSY 526
Introduction to Jin Shin J - 2cr
Stephanie Mines
Jin Shin Tara 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. Offered in the fall. Upper-division BA and MA. Others by permission of instructor.
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. Offered in fall and spring. Upper-division BA and MA Others by permission of instructor.

PSYB 529
Hakomi Integrative Somatics: Learning From Trauma, Understanding Its Effects and Building Personal Resource - 2cr
Fat Odeg
Unresolved trauma effects our 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. Offered in the spring. Upper-division BA and MA Others by permission of instructor.

PSYB 534
Perceptual Science: Phenomenology Meets Cognitive Neuroscience - 3cr
Peter Grossenbacher
This course combines personal and objective approaches to the exploration of perception. Through experimental exercises students will explore sensory qualities and perceptual abilities in vision, hearing, smell, taste and touch. Students will document their own subjective experiences, a process known as phenomenology, by keeping a journal. Students will also be expected to learn and contemplate scientific observations of sensory systems that influence theories of perception. Topics include sensory transduction, memory, attention and synesthesia. Prerequisite: Students must have had at least one prior psychology course or permission of the department. Offered in the fall. Upper-division BA and MA Others by permission of instructor.

PSYB 536
Hakomi Integrative Somatics I - 3cr
Brigitte Karrel
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. In mindfulness, students probe 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, an atmosphere of safety evolves where change becomes possible. This class will integrate basic Hakomi principles with experiential exercises. Offered in the fall. Upper-division BA and MA, others by permission of instructor.

PSYB 545
Developmental Psychology - 3cr
Christine Denning and Analisa Siegmen
This course studies theory in human development from birth through the span of life. Students are introduced to major theorists and discuss philosophical and practical relationship of ethics to psychology, 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. We will explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives will be explored. Prerequisites: Introduction to Psychology or permission of instructor. Offered in the Spring. Open to BA psychology and inter-disciplinary students only. Others by 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 one's own path of healing. Tibetan Medicine relates personal experience to the healing path so an individual can more easily understand and take charge of the healing process. Topics include the three-humour theory, the mind-body relationship, the healing process, disease classification, how disease relates to diet and lifestyle, pulse and urine diagnosis, and the role of mind training, spiritual practice, and the use of herbs. Offered in the fall. Upper-division BA and MA Others by permission of instructor.
PSYB 556
Symbols and Transformation - 2cr
Diana Rainie
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. Offered every other fall. Upper-division BA and MA, others by permission of instructor.

PSYB 560
Scientific Research into Conscious Experience - 3cr
Peter Grossenbacher, PhD.
Here we learn how to conduct scientific research in experiential psychology. In this course we empirically explore the nature of conscious experience using verbal report methods such as questionnaire, interview, and focus group, as well as experiments in cognition, perception, and attention. This hands-on course involves conducting collaborative empirical studies on one of two topics. Some of the students in this course conduct studies on meditation psychology in order to contribute to a scientific understanding of meditation and its effects on people's lives. The other students in this course conduct studies on synesthesia, an unusual perceptual ability experienced by rare individuals who have inherited this trait. These two parallel tracks overlap every other week throughout the semester for coverage of issues that apply to both lines of research. Offered in the spring. Upper-division BA and MA, others by permission of instructor.

PSYB 564
Journeying With Death and Loss: Harvesting the Jewels - 1cr
Ann Bardwell
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 length, intensity, the events that give it meaning and in the gifts that provide healing. This workshop is an opportunity to integrate loss. Our intention in reviewing the journey is to discover its treasures and to gather them, creating a vessel for our on-going healing process. We will use 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. Offered in the fall. Upper-division BA and MA, others by permission of 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. Offered in the fall. Upper-division BA and MA, others by permission of instructor.

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, and other mediums, 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. Offered in the fall. Upper-division BA and MA, others by permission of instructor.

PSYB 571
Personality Theories - 2cr
Christine Deming, Faculty
In this course we will study theory in the major systems of psychology including psychosanalysis, analytical psychology, behavioral, humanistic, and existential. Adlerian, feminist, gestalt, and transpersonal perspectives. We will discuss the philosophical and practical relationship between ethics and psychology, 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. We will explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives. Prerequisites: Introduction to Psychology or permission of instructor. Offered in the fall. Upper-division BA and MA, others by permission of instructor.

PSYB 578
Music, Self and Others: Exploring Intra and Interpersonal Dynamics Through Music - 2cr
Laurie Rogenstein & David Rogenstein
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. Offered in the fall. Upper-division BA and MA, others by permission of instructor.

PSYB 579
Chinese Energetics II - 2cr
Marlow Brooks
This course is a continuation of the work in PSYB 566 "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, we will be "journeying" to various 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 "plant spirit medicine." 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. Offered in the spring. Upper-division BA and MA, others by permission of instructor.

PSYB 585
Tibetan Medicine II - 2cr
Phil Weber
Tibetan Medicine II offers practical training on how to apply Tibetan medicine. It includes classes in tongue, urine and pulse diagnosis, as well as diet, behavioral and herbal treatments. 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 could include preceptorships in the Tibetan Medicine Clinic here in Boulder. Proposed topics for this course include: mind and its relationship to disease, the importance of mind training, how to clarify constitutional types, compassion in the healer, the Medicine Buddha, holistic causes, and conditions of illness. Prerequisite: Tibetan Medicine I. Offered every other spring. Upper-division BA and MA, others by permission of instructor. Open to Upper Division BA and MA students only. Others by permission of instructor.

PSYB 587
Expressive Arts: Working with Others - 2cr
Alexandra Slapen
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 585 or previous experience with expressive arts. Offered every other spring. Upper-division BA and MA, others by permission of instructor. Offered in the spring. Upper-division BA and MA students only. Others by permission of instructor.

MA PSYCHOLOGY: CONTEMPLATIVE PSYCHOTHERAPY (PSYC)
Courses in this discipline are offered by the MA Contemplative Psychotherapy Department

PSYC 605
Large Group Process I - 0.5cr
The class will participate in a large group for the entire semester. The group objective will be to support the students' community experience, enhance personal awareness to community dynamics, and to practice consciously creating community. MA only.

PSYC 608
Introduction to Buddhist Psychology: Practicum I - 2cr
Karen Kissel Wenga
Contemplative psychotherapy is based on the view that health is intrinsic and unconditional. 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. MA only.

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 a series of small groups. MA only.

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 student's 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. MA only.

PSYC 625
Large Group Process II - 0.5cr
This is a continuation of PSYC 605. The class will participate in a large group for the entire semester. The group objective will be to support the students' community experience, enhance personal awareness to community dynamics, and to practice consciously creating community. MA only.

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 bases 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. MA only.

PSYC 629
Group Process III - 1.0 cr
Helena Unger, Senior Teacher
This course is a continuation of PSYC 619. MA only.

PSYC 639
Group Process IV - 0.5 cr
Helena Unger, Senior Teacher
This course is a continuation of PSYC 629. MA only.
PSYC 642  
Diversity Awareness Training I - 0.5 cr  
Gaia Akira 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. MA only.

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 mastr program. Topics include intrinsic health, the development of ego, the chain of cause and effect, psychological materialism, and working with emotions. MA only.

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 perspective 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. MA only.

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. MA only.

PSYC 678  
Psychopathology I:  
Sanity and Neurosis - 2cr  
Pat Patton  
Intrinsic health is the ground of experience, yet one loses touch with that fundamental nature again and again. This course explores the sequence of events through which one can become 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. MA only.

PSYC 679  
Meditation Practicum IV - 0.5cr  
Faculty  
This course is a continuation of PSYC 669. MA only.

PSYC 689  
Maitri Program I - 2cr  
Faculty  
May be taken for pass/fail only.  
Please refer to the description of the MA Contemplative program.  
A limited number of nonprogram 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 Kistel Wicela  
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 transmuting illness to health. Buddhist approaches and those of other contemplative traditions are explored. Class format emphasizes student discussion of key issues. MA only.

PSYC 709  
Meditation Practicum V - 0.5cr  
Faculty  
This course is a continuation of PSYC 679. MA only.

PSYC 718  
Community and Organizations - 2cr  
Faculty  
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. MA only.

PSYC 719  
Group Process V - 1.0cr  
Elena Unger, Senior Teacher  
This course is a continuation of PSYC 639. MA only.

PSYC 728  
Therapeutic Relationships I - 2cr  
Lauren Castello and Sharon Cemlin  
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. MA only.
PSYC 729
Group Process VI - 1.0cr
Helena Unger, Senior Teacher
This course is a continuation of PSYC 719. MA only.

PSYC 738
Psychopathology II: Psychosis - 2cr
Eric Chapman
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 material. 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. MA only.

PSYC 739
Meditation Practicum VI - 0.5cr
Faculty
A continuation of PSYC 709. MA only.

PSYC 742
Diversity Awareness Training II - 0.5cr
Gaia Mika and faculty
A continuation of PSYC 642. MA only.

PSYC 748
Psychology of Aging - 2cr
Robert Ackley
Aging is a psychological and physical situation common to all of us. By making friends with the notion of where one is in the human life cycle, and allowing oneself to experience impermanence and loss, the world of the older adult can then be fully entered. Through lectures, contemplation, writing, discussion and field-work, students explore the common issues pertaining to both their families and to other older adults. MA only.

PSYC 758
Therapeutic Relationships II - 2cr
Sharon Conlin and Jamie Eimer
The second class in the therapeutic relationships sequence, this class emphasizes the study of professional roles and standards including ethics, legal issues and credentialing. Also see the description for PSYC 728. MA only.

PSYC 778
Transition, Lifestyles, and Career Development - 2cr
Jamie Eimer
This course provides an exploration of life transitions and their implications for professional psychotherapists and counselors. Topics include lifestyle issues, career selection and counseling process, career transitions, leisure, 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 both be explored. MA only.

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. MA only.

PSYC 789
Maat Program II - 2cr
Faculty
May be taken for pass/fail only. Please refer to the description of the MA contemplative psychotherapy program. MA only.

PSYC 798
Theory and Practice of Group Therapy - 2cr
Robert Unger
This class provides a comprehensive introduction to the theoretical and practical aspects of effective group leadership. Theories of group therapy will be studied. Other issues include factors that affect group dynamics such as size, composition and types. Group leadership will be discussed in the context of the contract, group resistance, transference and countertransference, cohesion, aggression and hostility, and acting out. Students will have the opportunity to play the group leader and receive feedback from the instructor and teaching assistants. MA only.

PSYC 808
Field Placement I - 4cr
J. Sperl, Internship Coordinator
During this nine-month internship, students work 20-30 hours per week (minimum of 700 hours required) in a psychological field work setting. While studying and working alongside mental health professionals, students bring the principles of contemplative psychotherapy to the practice of counseling, therapy, group work, and patient care. MA only.

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. MA only.

PSYC 842
Diversity Awareness Training III - 0.5cr
Gaia Mika and faculty
This course is a continuation of PSYC 742. MA only.

PSYC 858
Field Placement II - 4cr
J. Sperl, Internship Coordinator
MA only.

PSYC 868
Clinical Tutorial II - 2cr
Faculty
This course is a continuation of PSYC 818. MA only.

PSYC 881
Extended Paper (Section B) - 0.5cr
Faculty
Students who have not completed the paper may qualify for an extension of the paper semester. For more information please see the "Special Student Status" section in the student handbook. May be repeated. MA only.
PSYC 888
Master's Paper Seminar - 1.5 cr
Faculty
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. MA only.

PSYC 889
Maitri Program III - 0.5 cr
Faculty
May be taken for pass/fail only. Please refer to the description of the MA contemplative psychotherapy program. MA only.

SOMATIC
PSYCHOLOGY
(PSYS)
Courses in this discipline are offered by the MA Somatic Psychology Department.

PSYS 326
Introduction to Dance/Movement Therapy - 2 cr
Zoe Austreih
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. BA only.

PSYS 377
Introduction to Body Psychology: Embodiment
Awakening - 2 cr
Arielle Schwartz and Barbara Maiburger
Co-offered by the B.A. Contemplative Psychology Department
Embodiment Awakening 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 experimental anatomy provide 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. BA only.

PSYS 516
Contemplative Mountaineering - 1 cr
Sherry Ellms and Niall McGough
This class allows students 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 growth for awakening, which is not further away than the bloom and fruition 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. Both BA and MA

PSYS 537
Dance/Movement Therapy Seminar - variable credit
Visiting Faculty
MA only.

PSYS 547
Contemporary Issues/Somatic Psychology - variable credit
Faculty
MA only.

PSYS 557
Somatic Dance - 2 cr
Adwoa Lamiex
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. MA only.

PSYS 577
Developmental Issues/Somatic Psychology - variable credit
Visiting Faculty
MA only.

PSYS 605
Authentic Movement - 2 cr
Zoe Austreih
This course explores all the components of authentic movement process with particular emphasis on the role of the witness and the development of a group. Students have ample 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. MA only.

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 The Moving Cycle, students will learn how to facilitate awareness, personal ownership, appreciation and productive action in a one-on-one format. Students will also practice working with resistance, character structure, energetic charge and therapeutic transference/countertransference. Coursework will also include in-class supervision, role playing, relevant readings and a culminating paper that articulates the students' emerging clinical interests and preferences. Somatic psychology students only. MA only.
PSYS 607
Clinical Process: Somatic Psychopathology - 3cr

Randall

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. Prerequisites: Abnormal psychology or psychopathology requirement and PSYS 687: Clinical Orientation. Somatic psychology students only. MA only.

PSYS 616
Foundations of Dance/Movement Therapy - 3cr
Zee Avatehr

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 Marian Chace, Blanche Evan, Trudi Schoop, 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. Somatic psychology students only. MA only.

PSYS 619
Somatic Psychology: Current Topics - 2cr
Suzanne Marie/Annie Brook

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. MA only.

PSYS 621
Bodymind Observation and Assessment - 3cr
Annie Brook

This course focuses on how the mind is expressed through the body. Approaching the subject both experientially and intellectually, this course includes the skill of seeing the body descriptively in stillness and in motion, and working with 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 new ideas about psychological meaning in the body. MA only.

PSYS 626
Foundations of Body Psychotherapy - 3cr
Kekani Minton

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. MA only.

PSYS 646
Meditation and Psychotherapy - 2cr
Larry Welsh

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 mindfulness 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. MA only.

PSYS 647
Relationship, Sexuality, and Couples Therapy - 2cr
Kekani Minton and Jake Hall

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. MA only.
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. MA only.

PSYS 656
Somatic Counseling Skills II - 2cr
Christine Caldwell
A continuation of the forms and practices that were begun in PSYS606. Somatic psychology students only. MA 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. Somatic psychology students only. MA only.

PSYS 667
Group Process III - non-credit
Faculty
This course is a continuation of PSYS 617. Somatic psychology students only. MA only.

PSYS 676
Dreamwork in Somatic Psychotherapy - 2cr
Zoe Austrich
Dreams have always fascinated humankind. Since ancient times, dreams have been cultivated, interpreted and re-enacted for individual and communal knowledge and healing. The discovery of rapid eye movement (REM) during sleep and its association with dreaming laid the biological foundation for the recognition of the universal phenomenon of dreaming. This course is a theoretical and experiential exploration of the nature and meaning of dreaming and its relationship to healing and transformation. Students will have ample time to explore their own dreams. MA only.

PSYS 682
Bodymind Development - 3cr
Zoe Austrich
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 theorists, the current testing procedures and the applicability of career counseling to a psychotherapeutic practice. Somatic psychology students only. MA only.

PSYS 683
Group Movement Therapy Skills - 3cr
Diane Bariko
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, Schmais and others will be studied. Somatic psychology students only. MA only.

PSYS 685
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. MA only.

PSYS 687
Clinical Orientation - 2cr
Melanie Smithson
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 class offers student support around fieldwork placement issues as well as structured clinical training. Prerequisite: Must have completed 100-hour fieldwork requirement. Somatic psychology students only. MA only.

PSYS 699
Independent Study - 1-3cr
Faculty
MA only.

PSYS 700
Research and Statistics - 2cr
Mark Pfeiffer
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. MA only.

PSYS 702
Somatic Developmental Psychotherapy - 2cr
Rokswing Mintos 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. MA only.

PSYS 706
Creative Arts Therapies - 2cr
Melanie Smithson
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. Modalities explored include art, music, theatre, poetry,
and play therapies. 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. Somatic psychology students only. MA only.

**PSYS 707**
Multicultural and Diversity Issues - 2cr
Victor Warring
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. Somatic psychology students only. MA 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 course. Somatic psychology students only. MA only.

**PSYS 717**
Group Process II - noncredit
Faculty
This course is a continuation of PSYS 617. Somatic psychology students only. MA only.

**PSYS 722**
Trauma in the Body - 2cr
Ekheini 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 sub cortical 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. MA only.

**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. Somatic psychology students only. MA only.

**PSYS 736**
Methods of Psychotherapy - 2cr
Faculty
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. MA only.

**PSYS 737**
Ecotherapy - Earth/Body
Universal Mind - 2cr
Howard Apothian
This course examines the emerging fields of Ecopsychology using Ted Roszak’s The Voice of the Earth as the primary text in an exploration of the ways in which human connectedness, or disconnectivity, from nature impacts individual body-mind health. A special emphasis will be placed on understanding the metaphorical and literal aspects of the earth as a sustainable body, and the notion of consciousness as pervasive. MA only.

**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. MA only.

**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. Somatic psychology students only. MA only.

**PSYS 767**
Group Process IV - noncredit
Faculty
This course is a continuation of PSYS 617. Somatic psychology students only. MA 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. MA only.
**PSYS 778**  
Lifestyles and Career Development - 2cr  
Lau 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 likelihood. 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. MA only.

**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. Dance/movement therapy students only. MA 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. Body psychotherapy students only. MA only.

**PSYS 826**  
Dance Therapy Internship Seminar IA - 2cr  
Diane Bariko  
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. Dance/movement therapy students only. MA only.

**PSYS 826**  
Body Psychotherapy Internship Seminar IB - 2cr  
Annie Broak  
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. Body psychotherapy students only. MA only.

**PSYS 836**  
Thesis Research Seminar I - 0.5cr  
Julie Dolin  
This course is designed to prepare students to write a scholarly Master's thesis that reflects the integration of training, clinical experience, theory, and evaluation, and is an original contribution to the field. Students will understand the discrete elements of the thesis and the American Psychological Association guidelines. The class will be a forum for generating topics and critiquing hypothesis and research designs. Somatic psychology students only. MA only.

**PSYS 837**  
0.5cr  
Julie Dolin  
A continuation of PSYS 836 "Thesis Research Seminar I," designed to prepare students to write a scholarly master's thesis which reflects the integration of training, clinical experience, theory, and evaluation, and is an original contribution to the field. Students will understand the discrete elements of the thesis and the American Psychological Association guidelines. Class content will directly address students' particular needs as they develop their theses and will be a forum for resources. Somatic psychology students only. MA only.

**PSYS 856**  
Professional Preparedness - 2cr  
Cherionna Merzam  
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 will develop awareness and skills in ethical decision-making through review of professional and ethical codes, relevant legal statutes and case scenarios. Students will also prepare written theoretical frameworks and mock interviews to assist them with postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: PSYS 687 Clinical Orientation. Somatic psychology Students only. MA 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 clinical mentorship. This class is a continuation of PSYS 816. Dance/movement therapy students only. MA 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. Body psychotherapy students only. MA only.

**PSYS 876**  
Dance Therapy Internship Seminar II A - 2cr  
Diane Bariko  
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. Dance/movement therapy students only. MA only.

**PSYS 876**  
Body Psychotherapy Internship Seminar II B - 2cr  
Annie Broak  
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 profes-
sional activities. Body psychotherapy
students only. MA only.

PSYS 877
Extended Internship
Placement - 0.5cr
Faculty
The purpose of this course is to
provide continued support and
clinical mentorship for students
who have not completed their
required clinical internship place-
ment(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. MA only.

PSYS 881
Extended Thesis - 0.5cr
Julie Dolin
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
class is to be taken the fifth semes-
ter of study, and subsequent
semesters, until the thesis is
completed. Note: This class also
enables the student to defer repay-
ment of their financial aid loans.
Somatic Psychology students only.
MA only.

TRANSPERSONAL
COUNSELING
PSYCHOLOGY
(PSYT)
Courses in this discipline are
offered by the MA Transpersonal
Counseling Psychology Department.

PSYT 500
Jung and the Gnostic World
Overview - 1cr
Eleanor Allen
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 early Christianity
was an introverted form of early
Christianity, which was declared
heretical, but has continued
to resurface time and again through-
out 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, becoming
extremely excited by the writings
of people who described in
symbolic language their view of
the psyche, patterns which
resonated with his own views.
Upper-division BA and MA

PSYT 509
Negotiating and Resolving
Conflict II: Use in Professional
Practice - 1cr
Michael Caplan and Claire Riley
This weekend course will build on
"Negotiating and Resolving
Conflict I," which focused on the
discovery and potential use of
conflict in our lives. Through role-
play, demonstration and discussion,
this course seeks to advance the
student to the arena of negotia-
tor/mediator/facilitator. Topics
include interest based negotiating,
power dynamics, working with
institutions, organizations and
groups to reach creative solutions.
Upper-division BA and MA

PSYT 514
The Diamond Approach:
Fulfilling Human Potential - 1cr
John Davis
Described and taught by Hameed
Ali (A. H. Almaas), the Diamond
Approach is an original and
thorough synthesis of psycholog-
ical and spiritual wisdom. Using
lectures, discussion, and individual
practices, this course introduces
the central concepts and practices
of the diamond approach. Upper-
division BA and MA

PSYT 520
Psychology of Wilderness
Experience - 3cr
Rob Melter
Ecopsychology, transpersonal
psychology, and wilderness rites of
passage provide the foundations
for this course, a week in a natural
setting provides its grounding and
focus. camping in a primitive
place, students will experience
their interdependence with the life
around them. A period of solitude,
with the option of fasting, helps us
open to the transformative power
of nature. Ceremonies help us to
connect to nature. The teachings,
songs, and stories learned directly
from nature help to give shape to
life as a heroic journey, encour-
gaging a soulful relationship to the
earth. 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 in addition to regular
tuition and fees. Upper-division BA
and MA with permission of advisor.
Permission of instructor required
for all students.

PSYT 521
Touching the Moment:
Mindfulness Retreat - 2cr
Date Arran

Each moment can be a source of
well being if it is perceived with
spontaneous awareness. Yet, in
fragmentation of busy urban life,
we can all 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 restor-
ing the connection to the vitality
of our own life, and a way of devel-
oping a healing presence for our
work with others. This five-day
residential group retreat, appropri-
ate for both beginning and
experienced meditators, includes
mindful breathing sitting medita-
tion, yoga, brush-and-ink
calligraphy, and outdoor walking
meditation as methods of cultivat-
ing awareness. In addition to
lectures and discussions, individual
instruction will be provided.
Prerequisites: PSY 621 Psychology of
Meditation I, or permission of the
Instructor. Upper-division BA and
MA

PSYT 522
Jung and Gender: Jung's
Perspective and New Ideas on
Masculine and Feminine Energy
and Gender - 1cr
Eleanor Allen
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 seen as
controvesial 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 con-
tributions now made by those
psychologists studying communica-
tion 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. Upper-division BA and MA

**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. Upper-division BA and MA

**PSYT 543**  
**Human Sexuality/ Birth to Therapy - 2cr**  
*Daphne Chelius*

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, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements, and more. Guest speakers are included. Upper-division BA and MA

**PSYT 544**  
**Maitri Space Awareness and Art - 2cr**  
*Bernie Mark*

This course is an introduction to the principles and practice of maitri-space awareness. Maitri-space awareness rests upon an ancient wisdom 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 maitri practice offers the opportunity to heighten sensitivity, open the heart, and refine perceptions as to how these energetic principles shape and color responsiveness to others and the environment. Students will examine how they manifest in ways which constric and solidify experience, thus limiting perceptions, and appreciate them as expressions of an inherent wakefulness which promotes greater openness, connectedness, authenticity, and kindness. Upper-division BA and MA

**PSYT 551**  
**Ecopsychology - 2cr**  
*Faculty*

Ecopsychology is an ancient 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 natural systems. Ecopsychology is based on experience and participation in the "more than human world," and it 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, and the potential contribution of ecopsychology to both psychology and the environmental movement, and other views on self, nature, and spirit. Upper-division BA and MA

**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 numinosity; some appear to be "patriarchal" today, and therefore suspect. Yet powerful and relevant Images of sacrifices, heroic journeys, sibling rivalry, betrayal, 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. Upper-division BA and MA

**PSYT 554**  
**Jungian Art Therapy - 2cr**  
*Nancy Ortenberg*

Central to Carl Jung's profound personal process were the sculpting, drawing, and painting of deep inner visions and dreams and the advocacy of such expression for his patients and students. This legacy has made a significant contribution

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198 Academic Courses
to the creative, expressive and
interpretive streams of emphasis in
art therapy. In what Jung referred
to as the "picture-mind" he
suggested that "a product is
created which is influenced by
both conscious and unconscious,
embodying the striving of uncon-
scious for light and the striving of
the conscious for substance." We
shall discover Jung's transpersonal
approach to balance and whole-
ness through art-making, active
imagination exercises, exploration
of symbols, dialogue and personal
process. No artistic experience is
necessary. Both BA and MA

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 gener-
ations of people for thousands of
years, and for many they have lost
their numinosity; some appear to
be staunchly "archetypal" today,
and therefore suspect. Yet powerful
and relevant images of sacrifice,
heros journeys, sibling rivalry,
betrayal and other motifs abound.
Students will try to examine the
stories, remove their "archetypal
persona," to 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.
Upper-division BA and MA

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 personal-
ty, 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 individualization to mine
for the gold in the personal.
Upper-division BA and MA

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 impres-
sions 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 enact-
ment 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.
Upper-division BA and MA

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.
Seniors, BA and MA

PSYT 575
Taming The Wild Horse:
Working with Emotion
Through Meditation - 2cr
Dana Asrael
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
"sending and taking" (tonglen) and
mindfulness meditation, periods of
silence, meditative eating, outdoor
walking meditation, and contempla-
tive interactive exercises. There will
also be lectures, discussions, and
individual meditation instruction.
Prerequisite: "Touching the
Moment: Mindfulness Retreat",
weekthun, vipassana intensive,
seshin, or permission of the instruc-
tor. Upper-division BA and MA

PSYT 582
Annual Transpersonal
Counseling Psychology
Conference - 1cr
Faculty
Each summer, the MA
Transpersonal Counseling
Psychology Department offers a
one-weekend conference featuring
leaders in transpersonal psy-
chology. Previous conferences have
focused on the state of the art in
transpersonal psychology, ecosys-
chronology, psychotherapy and
contemplative practice, initiation,
and community and have included
such esteemed faculty as Frances
Vaughan, Roger Walsh, Laura
Sevall, David Abram, and
Melodonna Some. Topics and faculty
will vary from year to year. Both MA
and BA

PSYT 601
Gestalt I: Awareness - 3cr
Faculty
The foundations of gestalt aware-
ness 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: admission to the
transpersonal counseling psychol-
ogy program. MA only.

PSYT 602
Introduction to Jungian
Psychology - 2cr
Eleanor Alden
This course lays the foundations for
understanding Jungian psychology.
Its history and development as influ-
enced 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 life
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. MA only.
PSYT 604
Art Therapy Skills I - 2cr
Michael Franklin
This studio lab closely parallels the content covered in PSY 643 “History and Theory of Art Therapy”. 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. MA only.

PSYT 610
Human Development - 3cr
Dusty 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. MA only.

PSYT 611
Counseling Relationship I: Techniques and Practice - 3cr
Faculty
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). MA only.

PSYT 620
Authentic Movement: Transpersonal - 2cr
Joe Avasteh
Authentic movement is a self-directed movement process employing the wisdom of the body as a pathway to awareness. It provides an opportunity for direct experience of the individual and collective body as a vessel for integration, healing, transformation and creative process. This course explores the ground form of authentic movement: the mover, witness, and the relationship between them. Students have ample 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 the healing relationship. The discipline of authentic movement provides a model for life lived in authentic relationship to self, others, and community. MA only.

PSYT 621
Psychology of Meditation I: Mindfulness Training - 3cr
Dale Astrael
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. MA only.

PSYT 623
Contemplative Dance Practice: Embodied Presence in Space - 2cr
Barbara Dilley
Contemplative dance practice invites students into the relationship between body and 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 three-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. MA only.

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. Prerequisites: PSYT 604, Art Therapy Foundation Skills I and PSYT 634, History and Theory of Art Therapy. MA only.

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. MA only.
PSY 630
Level I Training in GIM: Bonny Method of Guided Imagery and Music - 3cr
Laurie Rogenstein
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. MA only.

PSY 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, figurative ground perceptual fields, polarities, top-dog/under-dog, 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: PSY 601, Gestalt I. MA only.

PSY 654
Art Therapy Skills II: Transpersonal - 2cr
Mimi Farrelly-Bansen
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. MA only.

PSY 660
Clinical Assessment - 3cr
Dena Gitterman, Christina Kaufman and Lynn Gullette
This course is intended to be an advanced introduction to clinical thinking, perspective and understanding in terms of the assessment, diagnosis and treatment planning tasks required of a psychological professional working with clients representing a wide range of mental disorders, life crises and sociocultural issues. Rationales for using the DSM IV along with its limitations and incompleteness will be explored. Included will be training for intake and interview skills as well as focus on ethical responsibilities. Prerequisite: PSY 611, 661, Counseling Relationship I, II, PSY 670, Transpersonal Psychology, and PSY 700, Research & Statistics. MA only.

PSY 661
Counseling Relationship II: Lifestyles and Career - 3cr
Faculty
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: PSY 611, Counseling Relationship I: Techniques & Practice. MA only.

PSY 662
Holotropic Breathwork - 1cr
Fran Share and Johanna Johnson
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. MA only.

PSY 669
Independent Study - 1-3cr
Faculty
MA only.

PSY 670
Transpersonal Psychology - 3cr
Deb Bowman
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 (MA) Program or permission of instructor. MA only.

PSY 671
Psychology of Meditation II: Applications To Counseling - 2cr
Howard Apshiyen and Bruce Tiff
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. MA only.
PSYT 680
Group Dynamics and Leadership - 3cr
Bill Rep, Thomas Barr, Paul Gitterman
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: PSYT 611, 661, Counseling Relationship I, II, PSYT 610, Human Development, and PSYT 670, Transpersonal Psychology. MA only.

PSYT 681
Gestalt Community Intensive - 2cr
Duwey Freeman and Duane Muller
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. MA only.

PSYT 700
Research and Statistics - 2cr
John Davis, Julia Greene and Barbara Caglairdi
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. MA only.

PSYT 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, and the use of dreams in the individuation process. MA only.

PSYT 704
Art Therapy Skills III: Group Therapy and Art Therapy - 3cr
Nova 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: Code 260.00 lab fee. Prerequisite: PSYT 654. MA only.

PSYT 705
Music Therapy Practicum I - 2cr
Laurie Rugenstine
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 skills in writing assessments, formulating treatment goals, and writing session plans and progress notes. Permission of department required. MA only.

PSYT 710
Family Systems - 3cr
Duwey 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: PSYT 610, Human Development. MA only.

PSYT 711
Transforming Addictions - 1cr
Bill Rep
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. MA only.

PSYT 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: PSY 661T Counseling Relationships I & II and PSYT 680 Group Dynamics. Clinical Assessment is recommended. MA only.

PSYT 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. MA only.
PSYT 717
Art Therapy Studio
Observation - 1 cr
Sue Wallingford
The studio environment will be discussed and studied in detail. Students will work in dyads and groups, exploring various art-based methods that foster self-inquiry. Integrity of materials, ways to set up a studio, ethics of a studio, and 40 hours of observation are included. Prerequisite: Successful completion of all previous art therapy and counseling courses. MA only.

PSYT 720
Meditation Practicum I: Cultivating Awareness in Everyday Life - 1 cr
Dale Arskey and Faculty
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSYT 621. Psychology of Meditation I. Specific topics include applications of mindfulness 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: PSYT 621, Psychology of Meditation I. MA only.

PSYT 723
Cognitive Issues: Applications For Therapists - 1 cr
Rex Coulter
MA only.

PSYT 725
Trauma, Disassociation & Gestalt: Working with Abused Children from a Gestalt Perspective - 1 cr
Donna Malinen
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 that speaks to an abused child’s inner conflict. No previous gestalt experience is required. MA only.

PSYT 730
Incest and Sexual Abuse - 1 cr
Holly Smith
MA only.

PSYT 732
Clinical Improvisation/Music Therapy - 2 cr
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 PSYT 735, Music Therapy Practicum II. MA only.

PSYT 733
Introduction to Clinical Hypnosis - 1 cr
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. MA only.

PSYT 734
Child/Adolescent Development and Art Therapy - 3 cr
Sue Wallingford
This course examines the cognitive, emotional, moral and artistic development of youth from birth to 18. Students will develop clinical skills through class art experientials, 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. MA only.

PSYT 735
Music Therapy Practicum II - 1 cr
Sue Hesp
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. Permission of the department required. MA only.
PSYT 745
Gestalt Dreamwork - 1cr
Betty Cannon
Fritz Perls heralded the dream as "the most spontaneous of our creations." Each character, object and landscape is an as-yet-uncrowned 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. MA only.

PSYT 754
Art Therapy Skills IV: Adult Development & Special Populations - 3cr
Michael Franklin
Students will learn to utilize a variety of 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 crisis. Prerequisite: PSYT 704. MA only.

PSYT 761
Advanced Gestalt Theory: Connections with Other Approaches - 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. MA only.

PSYT 763
Gestalt Therapy and Breathwork
Victoria Story
Inhalation and exhalation, expansion and contraction emulate the movement of all life. In gestalt therapy, 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. MA only.

PSYT 764
Art Therapy Clinical Observation - 1cr
Sue Wallinger

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. MA only.

PSYT 770
Meditation Practicum II: Developing Compassion for Oneself and Others - 1cr
Dale Israel 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 action and preventing burnout. Group sessions of sitting and walking meditations, discussions, and individual instruction are provided. Prerequisite: PSYT 624, Psychology of Meditation I and PSYT 720, Meditation Practicum I. MA only.

PSYT 772
Hakomi: Grounding the Transpersonal - 2cr
Cedar Bartlow
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 special 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. MA only.

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. MA only.

PSYT 780
Therapy With Children and Adolescents - 2cr
Debye Freeman

This course focuses on the essentials of therapy with children, adolescents, and the family system in which they live. Basic diagnostic treatment techniques that pertain directly to working with children will be covered. Diagnostically, students will look at children from a developmental perspective, tying developmental issues to emotional 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 class 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. MA only.

**PSYT 782**
Approaches to Couples Counseling - 1cr
Jatynn Chase-Jacobson
This course presents theories, frameworks, and strategies for working with couples and includes both didactic information and experiential exercises. Imago Relationship Therapy Theory (developed by Harville Hendrix, author of Getting the Love You Want and Keeping the Love You Find) will be presented, including concrete and effective tools for working with couples, such as the "Intentional Couples Dialogue," and the "Behavior Change Request," and the "Parent-Child Dialogue." Students will gain confidence in their ability to understand and deal with relationship dynamics, childhood wounds, developmental stages, projections, defenses, symbiosis, power struggles, and shadow issues. Prerequisites: PSYT 617 & 661. MA only.

**PSYT 789**
Advanced Research Methods - 1cr
Ratify
This class will support students with the development and clarification of their ideas for research in the field of psychology. The class will build from the material covered in PSYT 700 “Research and Statistics,” with a particular focus on practical issues in implementing research. It is expected that students who are interested in doing a research thesis in the third year of the Transpersonal Counseling Psychology program will participate in this class and have a significant portion of their thesis proposal finalized at the end of this class. MA only.

**PSYT 791**
Advanced Child & Adolescent Therapy - 1cr
Davey 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, Therapies with Children & Adolescents. MA only.

**PSYT 800**
Field Placement I - 3cr
Renee Gezy and Judith Marshall
The student works a total of 700 hours in community agency settings. MA only.

**PSYT 804**
Field Placement I/Art Therapy - 3cr
Marilyn Baye-Osmun
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. MA only.

**PSYT 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. MA only.

**PSYT 810**
Professional Seminar & Ethics I - 2.5cr
Faculty
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 PSYT 800, Field Placement I. MA only.

**PSYT 814**
Professional Seminar and Ethics I: Art Therapy - 3cr
Michael Franklin and Nora Swan-Pastor
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 (6-8 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. MA only.

**PSYT 815**
Professional Seminar and Ethics I: Music Therapy - 2.5cr
Laurie Rugenstein
This course provides a supportive and instructional forum for students enrolled in PSYT 805 “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 work with expressive improvisation and ensemble playing to explore intrapsychic and interpersonal responses to music. Permission of department required. MA only.

**PSYT 824**
Internship Studio Methods I - 3cr
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. MA only.

**PSYT 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 PSYT 800 and PSYT 850, Field Placement I, II, MA only.

**PSYT 840**
Transpersonal Assessment Skills - 2cr
Robert Diehl
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-Briggs analysis will be included among others. Prerequisite: PSYT 611, 661, Counseling Relationship I, II, MA only.

**PSYT 844**
Internship Studio Methods II - 3cr
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. MA only.

**PSYT 850**
Field Placement II - 3cr
Ron Geczy, Judith Marshall
This course is a continuation of PSYT 850. MA only.

**PSYT 854**
Field Placement II/Art Therapy - 3cr
Marilyn Ragen-Osman
This course is a continuation of PSYT 804 MA only.

**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: PSYT 815, Professional Seminar in Music Therapy I, PSYT 805, Music Therapy Field Placement I, and all prerequisites for Music Therapy Field Placement I. MA only.

**PSYT 860**
Professional Seminar and Ethics II - 3cr
Darion Grafton, and Reesa Porter
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. MA only.

**PSYT 864**
Professional Seminar and Ethics II: Art Therapy - 3cr
Michael Franklin and Nora Swan-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. MA only.

**PSYT 865**
Professional Seminar and Ethics II: Music Therapy - 2.5cr
Laurie Rugenstein
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. Permission of the department required. MA only.

**PSYT 880**
Master's Paper Seminar II - 0.5cr
Faculty
This course is a continuation of PSYT 830. MA only.
PSY 881
Extended Paper
(Section C) - 0.5 cr
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. MA only.

PSY 878
Thesis I - 1 cr
Julie Green and Faculty
In this third-year class students will develop, implement, and write a research-based master's thesis. Students may choose to conduct either qualitative or quantitative research on a specific area of interest; the topic does not have to be related to students' internship sites. The class will meet once a month to review progress and discuss common themes; some individual consultation is also available to each student. This class is an alternative to "Master's Paper Seminar." A proposal applying for the thesis option is due in the summer prior to the start of fall classes. MA only.

PSY 879
Thesis II - 1 cr
Julie Green and Faculty
This is a continuation of PSY 878, Thesis I. MA only.

PSY 891
Family Systems Theory: Clinical Applications
Nicole Dayle
MA only.

RELIGION (REL)
Unless otherwise indicated, courses in this discipline are offered by the Religious Studies Department.

REL 305
Religion in Human Experience - 3 cr
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. BA only.

REL 320
Foundations of Buddhism - 3 cr
Tharpa Lawry
An introduction to Buddhism including a 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. BA only.

REL 340
Meditation Practicum I - 3 cr
Janet Solvyttes and Faculty
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). The course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice. BA only.

REL 350
Meditation Practicum II - 3 cr
Janet Solvyttes and Faculty
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 self and other (tonglen). BA only.

REL 403
Spirituality and Creative Expression
Giovenizia Tobin
This course introduces several of the sacred arts of Tibetan Buddhism as adapted to the North American context by Chogyam Trungpa Rinpoche, the University's founder. Special emphasis will be placed on the "mandala principle" as manifested in Maitri space awareness practice, which cultivates awareness of one's own energetic makeup in five different colored rooms representing the Five Buddha Families. In addition to this, we will work with object arrangement, Ikebana (flower arrangement), calligraphy, painting, recitation, and space awareness exercises. Discovery and appreciation of the Five Buddha energies in our lives will be expressed in many lively forms, requiring lively engagement of body, speech, and mind. BA only.

REL 415
Mahayana Buddhism: The Path of Compassion - 3 cr
Jules Levinson
Mahayana Buddhism presents an ideal of the spiritual path that is grounded in love for all beings. This course will examine 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. MA only.

REL 425
Buddhism in America - 3 cr
Judith Simmons-Brown
Arnold Toynbee noted that the most significant event of contemporary history is the interaction between Buddhism and the west, and nowhere has this meeting been more notable than in America. This course will survey the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. Our scope will include spirituality and religion, literature, social activism, pluralism and dialogue. Student projects will focus on specific Buddhist communities that have joined facets of Buddhist and American culture. BA only.
REL 434
Tibetan Buddhism - 3cr
Reggie Ray
This course provides students with a basic introduction to Tibetan Buddhism. The course is designed for students with little or no background in Buddhism. The course examines the traditional cosmology of Tibet; its religious history; esoteric teachings and practices (Hinayana and Mahayana) and esoteric teachings and practices (Vajrayana). In the course we will also read an important text (the Tibetan Book of the Dead) to give students a closer look at one facet of the tradition. BA only.

REL 479
Senior Project I - 1.5cr
Sarah Harding
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 that 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. BA only.

REL 489
Senior Project II - 1.5cr
Sarah Harding
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. BA only.

REL 499
Independent Study - 1-3cr
Faculty
BA only.

REL 501W
Theravada Vipassana Weekend - 1cr
Faculty
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, 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." Both BA and MA

REL 503
Tibetan I - 4cr
Jennifer Coffee
During this class, students develop a foundation in literacy 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. Both BA and MA

REL 504W
The Breeze of Simplicity: Introduction to Tibetan Buddhism - 1cr
Ringu 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. Both BA and MA

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, this introductory course provides students with conversational language skills that will enhance their experience in Nepal. This course consists of a two-week intensive upon arrival, followed by weekly classes. Both BA and MA

REL 507
Sanskrit I - 4cr
I.S. Sommer
This course provides an introduction to the classical Sanskrit language. The first year course includes developing familiarity 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 in the fall, 2001. Both BA and MA

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. Both BA and MA

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 that will enhance their experience in Nepal. This course consists of a two-week intensive upon arrival, followed by weekly classes. Both BA and MA

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 that 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. Both BA and MA
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. Both BA and MA

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 Tharang Rinpoche, Tulku Urgen, Rinpoche, and Chokyi Nyima, Rinpoche. Both BA and MA

REL 530
Contemplative Hinduism - 3cr
Sreedevi Bringen
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 practices: meditation, pranayama, mantra and ritual. Offered in the spring, 2002. Both BA and MA

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. Either BA or MA

REL 533
Tibetan II - 4cr
Jennifer Coffee
This course is a continuation of REL 503. Both BA and MA

REL 535
Contemplative Judaism - 3cr
Rabbi Howard Hoffman
This course is a contemplative study of the Jewish religion, based on the work of Moshe Chaim Luzatto, a 17th century Kabbalistic philosopher, who developed the most systematic approach to Jewish philosophy without losing the depth of Kabbalistic perspective. The Chasidic recasting of the Kabbalah into the daily life of the simple Jew, lends a unique reinterpretation of the works to be studies in the course. We will study the texts of the Torah to illustrate the ideas of Luzatto. Both BA and MA

REL 537
Sanskrit II - 4cr
L.S. Summer
This course is a continuation of REL 507. Offered Spring 2002. Both BA and MA

REL 540
Zen Buddhism - 3 cr
Shishin Gerry Wick
In this course we will study classic Zen writings as signposts for living our own lives. Each student will be required to keep a journal with weekly entries of at least one page showing how the texts being studied that week affected their life. Texts include the three pillars of Zen, the Zen teaching of bodhicitta, the diamond sutra, and Dogen’s Genjokkan. Both BA and MA

REL 547
Month Long Meditation Intensive: A Program of Buddhist Practice and Study - 1.5 - 6cr
Reggie Ray
This intensive, called a “teaching deton,” is a four week, 6 credit program occurring at Rocky Mountain Shambhala Center in the mountains of northern Colorado. Participants sit for about eight hours each day, eat meals Japanese Zen or “chayoki” style, and have daily talks on meditation and the spiritual path. Other elements include meditation interviews, group discussion, and community activities. Participants coming for less than four weeks receive 1.5 credits per week. Both BA and MA

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. Both BA and MA

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. Both BA and MA
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 that allows one to look deeply into this pain and confusion in order to discover the courageous heart available to everyone. This weekend introduces the lojong (mind training) teachings of the 12th-century Buddhist master Atisha which demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion. Both BA and MA

REL 557
Sanskrit III - 4cr
Andrew Schelling
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 Astasahasrika Prajnaparamita (Perfection of Wisdom in 8,000 Lines), treating the Mahayana doctrine of emptiness, the Saddharmapundarika (The Lotus Sutra), one of the greatest of all Mahayana texts, and the great life of the Buddha, the Buddhaacarita. The homework lab and language lab form important parts of the second year program as well. Both BA and MA

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 flash-card study as well as small group and partner exercise 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. Both BA and MA

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. Both BA and MA

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 555. Both BA and MA

REL 585
Spiritual Models of Social Action - 3cr
Judith Simmer-Brown
This course studies historical figures who have exemplified the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Utilizing film, biography, reflection papers, and dialogue, students develop a personal dialogue with each of these activists, showing how the inner and outer journeys must join in spiritually based social activism. The activists studied are Mohandas Karamchand Gandhi, Thich Nhat Hanh and Chan Khong, Martin Luther King, Jr., and Sulak Sivaraksa. Both BA and MA

REL 587
Sanskrit IV - 4cr
Andrew Schelling
This course is a continuation of REL 557. Both BA and MA

REL 600
MA Meditation Practicum I - 3cr
Dale Arrait and Margot Sizemore
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. Both BA and MA

REL 602
Communication:
Family Systems - 3cr
Victoria Howard
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 oneself in order to communicate effectively with others. Open to engaged Buddhism students, all others by permission of instructor. MA only.

REL 611
The First Turning of the Wheel: 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 Sarvavada, Theravada, and Yogacara schools. MA only.
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. MA only.

REL 615
Conflict and Diversity: The Dynamic Ground of Community - 3cr
Roger Dorris
In this class, we will develop an understanding of the systems view of groups as fields of energy and activity. In particular we will focus on the nature of “community” as a distinct form of group-field, one that holds enormous transformative potential. We will examine essential community characteristics, and the role of individual and collective core belief systems that determine the ability of groups to help or harm. Conflict theory and analysis will be central to this class, as well as an initial understanding of diversity work. Training in circle work and the practice of mediation will be highlighted. While Buddhism will provide the central spiritual frame of reference, other engaged spiritual perspectives will be included with a strong emphasis on interfaith awareness. Service learning in the larger community will be a class requirement. MA only.

REL 630
Contemplative Christianity - 3cr
Petruska Inkpen
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, its historical development and the expressions of it in the lives of some of the significant mystics. Third, its contemporary expressions in the lives and works of Thomas Merton, Teilhard de Chardin and Dorothy Day. MA only, or permission of department.

REL 635
Meditation Practicum III: Maitri and Mandala - 3cr
Jane Carpenter Cohn
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 instructor. MA only.

REL 642
Pastoral Counseling & Spiritual Assessment - 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. MA only.

REL 645
Introduction to the Study of Religion. - 3cr
Jules Levinson
This course introduces students to ways in which the religious experience of humankind has been studied by previous generations of scholars as well as to ways in which a sympathetic and interested student of contemporary times may choose to learn about the religious traditions through which human beings both find and create the meaning and order of which religion speaks. Readings will include a selection of articles and essays taken from anthropologists, sociologists, psychologists, literary critics, and scholars in the history of religions such as William James, Emile Dürkheim, Max Weber, Sigmund Freud, C.J. Jung, Mircea Eliade, Victor Turner, Northrop Frye, Michel Foucault, and Clifford Geertz. MA only.

REL 647
The Three Jewels - 3cr
Reggie Ray
The three jewels — “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. MA only.

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 intern-
ships in the transpersonal, contemplative, engaged Buddhism, and
gerontontology tracts, as well as
faculty members of Naropa
University and active clergy and
chaplains. MA only.

REL 652
Surfacing the Voices: The
Practice of Community - 3cr
Roger Dorris
Building on the groundwork established
in REL 615, this course will go
further with an understanding and
application of group-oriented
process work as a central approach
to engaging others from a spiritual
perspective. By focusing on the
topics of rank, power and privi-
lege, and the transformative
process of "emptying," the class
will continue its diversity work in
relation to community conflict and
resolution. We will also examine
the dynamics of the team
approach to working with others,
including the nature of leadership
as a fluid expression of energy in
the group-field. The principles and
practices of the restorative justice
model of repairing community
harm will also be studied. The
service learning component will be
continued from the preceding
semester. Prerequisite: REL 615.
MA only.

REL 661
The Second Turning of the
Wheel of Dharma: The
Bodhisattva Path - 3cr
Judith Simmer-Brown
This course examines the philo-
sophical, 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,惭地的's
Jewel Ornament, and Asanga's
various works. MA only.

REL 682
Madhyamaka: The Teaching of
Emptiness - 3cr
Philip Stanley and
Ven. Dagchen 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. The great madhya-
maka masters of India and Tibet
demonstrated this through
compassionate instruction that
leads the student through the
labyrinth of concept to its bound-
daries, pointing to vast space.
Professor Stanley prepares the
ground for the course of study,
and Rinpoche's talks follow the
selected text in 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
MA only.

REL 710
The Third Turning of the
Wheel of Dharma: View and
Practice - 3cr
Judith Simmer-Brown
In the third-turning teachings of
Indian and Tibetan Buddhism, the
nature of mind and experience was
presented through the paradigm of
the feminine principle, the embodi-
ment of wisdom of emptiness in
compassionate manifestation in
the form of the dakini. This gradu-
ate text-study seminar grapples
with the challenges of gender-
based text, patriarchal bias in
religion and scholarship, and the
feminine symbolic. Texts studied
are drawn from the sutras and
treatises of Indian Mahayana tradi-
tion and the Vajrayana sacred
biography, songs, and meditation
texts of India and Tibet. MA only.

REL 736
Engaged Buddhism Colloquium:
Field Placement Seminar - 3cr
Victoria Howard
This colloquium is designed to
support the engaged Buddhism
internships for the clinical pastoral
education field placement. Weekly
sessions address the practical appli-
cation of the principles of engaged
Buddhism in the internship setting.
Emphasis will be placed on the
interfaith perspective, the role of
compassionate presence, and a
selection of topic presentations
appropriate to the focus of the
placements. Open to engaged
Buddhism MA students only.

REL 742
The Buddha Nature School - 3cr
Philip Stanley and
Ven. Ringu 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 masters. These texts
proclaim the enlightenment of all
beings and the importance of
meditation practice and penetrat-
ing insight to uncover this
enlightenment. Professor Stanley
prepares the ground for the course
of study, and Rinpoche's talks
follow the selected text in line-by-
line contemporary comment and
fresh perspective. Prerequisite: REL
682. MA only.

REL 746
Engaged Buddhism Field
Placement - 6cr
CPE supervisor and Naropa faculty
The C.P.E. (Clinical Pastoral
Education) 400-hour internship
gives the student the opportunity
to explore personal and profes-
sional 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. MA only.

REL 751
Buddhism in Tibet - 3cr
Sarah Harding
This course will trace the develop-
moment 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 Nishaya, 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. MA only.

**REL 754**
Community and Sacred World - 3cr
Roger Dorr
As a culmination of the previous community classes, 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. Prerequisite: REL 515, REL 552. MA only.

**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 MA students. MA only.

**REL 760**
Vajrayana Texts - 3cr
Reggie Ray
This course introduces the "diamond vehicle" of Tibetan Buddhism through its direct and poetic texts from the oral tradition of Tibet. This graduate text-study seminar includes readings in the literature of the Tibetan Vajrayana Buddhism, including texts on such topics as liturgy, history, sacred biography, and songs. Special attention is paid to the non-conceptual access to these teachings through meditation. MA only.

**REL 780**
Meditation Practicum IV: Mudra Space Awareness - 3cr
Lee Worsley and L.S. Summer
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, Rinoche, combining mudra theater exercises with matri 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: REL 53 or its equivalent. MA only.

**SUSTAINABLE BUILT ENVIRONMENT (SBE)**
The courses in this discipline are offered by the Environmental Studies Department. This is a concentration area within the E.S. major. These courses may also be taken as a minor, or as electives.

**SBE 499**
Independent Study - 1-4cr
Faculty
Recommended for students doing a concentration area or minor in sustainable built environment. Best taken after required courses in this concentration area. BA only.

**SBE 500**
Construction Fundamentals - 3cr
David Johnston
This course will be very practical in nature, it will introduce conventional construction practices on a trade-by-trade basis. Field trips and hands-on experience will be coupled with specific information on conventional methods of construction. The outline of information will be extracted from the LEED program developed by the U.S. Green Building Council that is being adopted as a standard around the country. Prerequisite: SBE 510 Environmental Systems Design. Both BA and MA

**SBE 520**
Indigenous Approaches to Sustainability - 3cr
Faculty
This course explores the relationship between indigenous people's worldviews and indigenous technologies that reflect sustainable living from cultural perspectives. Models, insights, and innovations for building and sustainable design will be examined and considered in the context of traditional cultural approaches and contemporary alternative approaches. Both BA and MA.
SBE 510
Environmental Systems Design - 3cr
David Johnston
This course will use a systems approach to study sustainability on a global, bioregional and very local basis. It will be a practicum with specific buildings and the development issues surrounding the Boulder community. The Naropa campus will be used for systems-based problem solving exercises. Recommendations will be made to the Naropa Campus Development Group and the architects involved with the master planning process. Students will research current sustainable developments, green buildings, solar design, sustainable development and other related topics both locally and internationally to come to their own conclusions as to their relevance to Naropa projects. Both BA and MA

THEATER (THR)
Unless otherwise indicated, courses in this discipline are offered by the InterArts Studies Department

THR NCCZ 251
Dramatic Practices: Liberating the Performing Spirit - 3cr
Bethlym Frindt, Alana Eve Burman
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. BA only:

THR 380
Director's Lab - 3cr
Lee Worley, Aimi Duyan
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 expected. Both BA and MA

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 what ever it takes to mount the production. Both BA and MA

THR 499
Independent Study - 1-3cr
Faculty
BA only:

THR 500
Actor's Journey: Fool's Capers - 2cr
Carol Crutchlow
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 structures and traditional acting techniques, we travel to the wacko

THR 503W
Acting Lab II: Using the Drama in Life: a Drama Therapy Workshop - 1cr
Pat Dubrovski
In this interactive workshop, experience for yourself the benefit of structured play, clinical role-play techniques, and the use of doubling to deepen an experience. Drama therapy has been touted "one of the most effective therapy with resistant teens." Whether you harbor a resistant teen within, yearn for a more dynamic interaction in your psychotherapeutic work, or simply want permission to play, this workshop is your perfect opportunity. Simple, effective, drama therapy techniques can enhance and expand your understanding and therapeutic capability in everyday life. Both BA and MA

THR 504W
Acting Lab II: Naropa on Video - 1cr
Victoria Hitchcock
In one weekend course we will go from first thought to final product in the making of a two- to three-minute video. The subject will be Naropa University and the roles of performers, producers, writers, and directors, camera crew, editors and sound recorders will all be played by the workshop members. The final video can incorporate drama, documentary, music, imagery and graphics. No previous experience is necessary; we will learn the skills needed to conceptualize and make a short video—on the job. Friday October 19 will be a planning and preparation meeting so that we can use the weekend to full advantage. This class will be limited to 12 people so that everyone can be fully involved. Both BA and MA

214 Academic Courses
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. Both BA and MA

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.
Both BA and MA

THR 530
Media Studies:
Musical Theater - 3 cr
Bethelym Friend
This course is designed to further students' connection to the uniquely American genre called "musical theatre." Students begin working with the voice as it is, using exercises to expand awareness of, and access to, new areas of the voice—to develop the ability to be "on the spot" with oneself in singing. They will examine the unique form of expression called "song," create improvisations based on songs, as well as working towards performance of pieces from various musicals with piano or other accompaniment. Students develop solo and group pieces to be shown as salon, coffeehouse, art concerts, etc. BA only.

THR 533W
Acting Lab III:
Characters In Motion - 1cr
Lanny Harrison
In this workshop, we will create characters inspired by a "deck" of cards provided by the instructor. Students will tap the resources of their imagination, bringing to life vibrant and potent beings. Each session will begin with a physical and vocal warm-up based on dance and Toast exercises. We will learn and practice "the snake dance," a group-movement improvisation that encourages experimenting with a variety of choreographic styles and choices. The weekend is open to dancers, actors, musicians, visual artists, poets—any students interested in mining their own source of deep invention. Both BA and MA

THR 534W
Acting Lab IV
TBA
Both BA and MA

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. Both BA and MA

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.
Both BA and MA

THR 550
Voice and Sound I - 3cr
Paul Ortel
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 intentionally 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. Both BA and MA

THR 555
Voice & Sound II - 3cr
Paul Ortel
This course number is for students wishing to return to the material of THR 550. Prerequisite: THR 550.
Both BA and MA

THR 560
Mudra Space Awareness - 3cr
Lee Worley, 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 matriarch 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. Both BA and MA

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 550.
Both BA and MA
THR 570
Advanced Voice - 2cr
Paul Oertel
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 one page papers and present a final performance on the last day of class. Prerequisite: THR 500 or permission of the Instructor. Both BA and MA

THR 575
Advanced Voice II - 2cr
Paul Oertel
This course number is for students wishing to return to the material of THR 570. Prerequisite: THR 570. Both BA and MA

TRADITIONAL EASTERN ARTS (TRA)

Unless otherwise indicated, the following courses 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. Program students only.

TRA 500
Shambhala Meditation Practicum I - 3cr
Bill Scheffel & Roland Cohen
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. Both BA and MA

TRA 505
Tai-chi Ch’uan: Level I - 3cr
Bataan Falgao
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. Both BA and MA

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 ukeman, 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 and 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. Both BA and MA

TRA 513
Kyudo: Zen Archery - 3cr
Ellen Mainé & Shikata 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 kin, kei, chu, or balance, lightness and attentiveness are also presented. There is a $45.00 materials fee. Both BA and MA

TRA 515
Yoga: Level I - 3cr
Ravi D’Mora 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 yet invigorated state of being. The students explore body and mind synchronization through hatha yoga asanas (exercises which create sensitivity, alignment and ease), pranayama yoga (breath awareness and control), laya yoga (work with the chakras), jhana yoga (deep relaxation practices), and karmas (cleansing practices). Both BA and MA

TRA 520
Ikebana I - 3cr
Kyoko Kita, Sensei with Alexandra Shenpen
Sogetsu school, in conjunction with Kalapa 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. Both BA and MA

TRA 525
Tai-Chi Ch’uan: Level II - 3cr
Bataan Falgao
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. Both BA and MA
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 to conflict in a martial encounter or in our everyday, personal lives. 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. Both BA and MA

TRA 532
Exploring the Traditional Eastern Arts - 2cr
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. Tai-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 members 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. Both BA and MA

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. Both BA and MA

TRA 540
Ikebana II - 3cr
Kyoko Kita, Sensei with Alexandra Shenpen
Futher exploration and in-depth study of the principles and practice of ikebana. Both BA and MA

TRA 545
Tai-Chi Ch’uan Level III - 2-3cr
Bataan Palgao
The first two-thirds of the form are corrected. The last third is taught. Emphasis is on balance, rootfulness, breath, centeredness and the other basic principles. Both BA and MA

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 openness 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: bo, kendo, and tanto, are added to intensify the empty hand practice. Readings, reflective writing, attending seminars all are required to further the students development. Both BA and MA

TRA 555
Yoga III - 3cr
Ravi Dykema
In this class students begin working with the chakras (inner energy vortices) 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. Both BA and MA

TRA 565
Tai-Chi Ch’uan Level IV:
Push Hands - 2cr
Bataan Palgao
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 hands situation but in everyday situations as well. Minimum prerequisites: completion of the form and form correction and permission of the instructor. Both BA and MA

TRA 570
Aikido IV - 2-3cr
Jude Blitz
This course is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor. Both BA and MA

TRA 575
Yoga IV - 2-3cr
Ravi Dykema
This is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor. Both BA and MA

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, Native American, African/Shaman, and Japanese cultures; students will examine what unites them as warrior wisdom traditions. There is a $7.00 materials fee. Both BA and MA
TRA 585
T'ai-chi Ch'uan Level V: Sword Form - 1cr
Baotaan Paijiao
The t'ai-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 t'ai-chi ch'uan form and push hands. Taught during summer only. Both BA and MA.

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. Program students only.

The Traditional Eastern Arts 36-credit BA major is under construction. The following courses are new and do not have course numbers at this time.

T'ai-chi Ch'uan Levels III-VII - 2cr each, OOR and 5-day Summer Camp - 1cr, OOR
Baotaan Paijiao
Students will further their understanding of t'ai-chi ch'uan principles and integrate them deeper into their practice of forms and applications (push-hands or tui shou and sword). There will be readings of the t'ai-chi ch'uan classics and other related literature, discussions, and reflective writing during informal community gatherings. Students will be asked to keep a journal to track their progress. Both BA and MA.

Qi Gong - 1 cr
Qi Gong (or Chi Kung) is an ancient Chinese system of self-cultivation developed specifically as a means by which each individual may take full personal responsibility for protecting health, promoting vitality, and prolonging life, while cultivating spiritual awareness and insight. This class is offered through the Continuing Education Department throughout the year. Both BA and MA.

Aikido V-VII - 2 cr each, OOR
Farther progress in aikido study will be pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa's aikido faculty. Students will deepen their understanding, skill, and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions, and reflective writing will be required during weekly off-campus meetings. Students will be asked to keep a journal. Both BA and MA.

Aikido Seminars - .5 cr each, OOR and Summer Trainings - 1 cr, OOR
These seminars with Saotome Sensei, Shihan and Ikeeda Sensei, Shihan provide unique opportunities to train with internationally known aikido Shihan who bring to our students some of the most advanced, sophisticated and innovative teachings. Both BA and MA.

Yoga History, Theory, Philosophy - 3 cr
Ravi Dykema
Yoga is one of the six classical "outlooks on the nature of being" (Schat Darshana) of Hinduism. In yoga's 5000-year history thousands of great yogis and yoginis have written volumes on this mystical path. In addition, oral teachings have been passed on since ancient times through the rigorous guru-chela tradition, giving us a living stream of teachings in a huge number of lineages. All of yoga aims at one thing: realization of the one's true self. This class will survey the fascinating history of yoga, and explore the theories and philosophies underlying yoga's practices, from asana (poses) to dhyana (meditation), from saucha (cleanliness) to santosha (contentment). Both BA and MA.

Yoga Meditation Practicum - 3 cr
Ravi Dykema, Linda Morrell, or faculty
Traditional yoga's central purpose is to produce good meditators. After all the puffing and stretching and concentrating one is taught to sit still, and to still one's mind. Traditional yoga contains many meditation practices and a vast body of teachings about meditation. In this class we will embark on a journey into yoga meditation, through practices and through study of yogis' diverse and rich meditative traditions. Both BA and MA.

Yoga Retreats, I, II, III - 3 cr each, OOR
Ravi Dykema and/or Linda Morrell and/or Natesha Kallo
Yoga is "skill in action." These retreats (two 3-day weekends plus two class periods) will present an opportunity for the student to integrate materials that are presented in yoga levels I, II, III classes. Each retreat will constitute an in-depth exploration of breath, movement and consciousness, thereby coaxing us to live more fully in the present moment. Each retreat will be tailored to the level of its participants with advanced breathing practices, concentration practices, meditation, internal and vocal sound and dietary guidelines. These retreats are also excellent preparation for anyone who aspires to teach yoga. Yoga is union, a state of oneness and merging with all that is. By experiencing this state a student is imbued with a deeper understanding of what yoga is and is will be able to teach more authentically. Both BA and MA.

Indian Devotional and Raga Singing - 2 cr
Chaitanya Mahnud Kabir
Singing, first of 64 traditional Indian Arts, is an ancient system of yoga. Students will learn to sing OM; chants that consist of naming and manifesting god; swaras - 7 goddess tones, the notes from which all traditional scales are derived; ragas - crystals of pure sound. We will study sonic transformation, or the means of transforming consciousness and awareness using sound, such as Shabda Brahma (word is god), Nada Brahma (sound is god) etc. All students will play the tambura, a stringed drone instrument. Both BA and MA.
WRITING AND POETICS (WRI)

Courses in this discipline are offered by the Writing and Poetics Department.

WRI 310A
Reading and Writing Workshop: Shapes of Thought - 3 cr
Reed Bye
The exercises and assignments in this workshop are designed to turn your attention more finely to shapes that ear, thought, and feeling can find in language to make lively poems. Reading model works will provide momentum and inspiration to write your own works based on their rhythmic forms and intentional or emotional contexts. As practicing poets, we can train our ears and tongues in measures and patterns used successfully and bring them to our own verse, expanding our range and technique. Readings from a source book of contemporary and historical poems and view of poetic forms will accompany the assignments and serve as models. Final project will be a "book of forms." Open to BA writing and literature students only. Others by permission of the department.

WRI 310B
Reading and Writing Workshop: Bioregional Poetics - 3 cr
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 writing 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 BA writing and literature students only. Others by permission of the department.

WRI 320
Writing Poetry: Basic Elements - 3 cr
Faculty
In this class we will examine the basic mechanics of poetry and language, beginning with an in-depth study of consonants, vowels, phonemes, and morphemes. We will also learn to transcribe poetry utilizing the International Phonetic Alphabet and we will become acquainted with historical ideas of rhyme and meter. While we will focus primarily on student writing, we will also incorporate a study of outside textual material from linguists such as Saussure, Jespersen, and Kristeva, to poets in the western tradition such as Emily Dickinson, Charles Olson, Bernadette Mayer, Mark McMorris, Harryette Mullen, and Bill Luoma. Open to BA writing and literature students only. Others by permission of the department.

WRI 321
Writing Fiction: Short and Innovative Forms - 3 cr
Bobbie Louise Hawkins
We will read texts from writers working in unusual formats, and write stories based on unconventional story forms, separating the components of "story" into exercises. This is intended to expand the student's frame of reference, apropos what qualifies as prose. We will use the anthology, Postmodern Prose. Open to BA writing and literature students only. Others by permission of the department.

WRI 407
Creative Writing for Non-Majors - 3 cr - (This fulfills a Minor Requirement in W&L) Two MFA Students (TBA)
This course is designed and led by two Naropa writing and poetics MFA students under the guidance of the writing & poetics faculty. It meets twice a week. Students will enliven their writing while taking risks and breaking habits; writing works that are surprising, fresh, and perhaps bizarre. Students will examine different ways of seeing and recording the world using a broad range of reading and writing materials. In-class writing assignments are designed to follow readings with an opportunity to handle the tools of the trade and prepare material for out-of-class work. A final portfolio of this work will be due at the end of the semester. Open to upper-division Naropa undergraduates not majoring in writing and literature.

WRI 408A
Reading and Writing Workshop: Rhythm in Verse - 3 cr
Reed Bye
This course is designed for writers who want to develop their practice of the verse line as an active rhythmic principle in their poetry, whatever form it may take. Each week we 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-field-of-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 our writing in the coming week. A source book of the model poems will be on reserve at the library for copying. Open to BA writing and literature students only. Others by permission of the department.

WRI 408B
Reading and Writing: Beatnik 101 - 3 cr
Keith Abbott
An interdisciplinary introduction to the Jack Kerouac School of Disembodied Poetics and to American culture from 1950-1980. Novelists W.S. Burroughs, Joyce Johnson, Jack Kerouac, poets Diane DiPrima, Allen Ginsberg, Gregory Corso will be the literary focus. Artists Joan Brown and Bruce Conner will be the visual arts focus, along with Conner's films. Artistic strategies for survival by men and women will be explored in the socio-political climate of the 1950s through the 1970s. Social class and gender in the arts will be covered. Students will keep a folder of poetry/prose assignments and write an essay involving research. Fiction techniques for character development will be stressed in the second half of the course. Open to BA writing and literature students only. Others by permission of the department.
WRI 410
Writing Poetry:
Writing the Poems - 3 cr
Arsenio Iliolo

An exploration of poetic forms based on students' writing and materials provided by the instructor. These materials 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 Is, How to Do It, and Why. This is a workshop, i.e. a place of production, where constructive advice on the works produced by the participants is given both by the instructor and by the participants. Students will bring work to class every week. Open to BA writing and literature students only. Others by permission of the department.

WRI 475
BA Manuscript and Thesis Workshop - 3 cr
Steven Taylor (Fa'01), TBA (Sp'02)

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 pp) and a work of original scholarly research (20 pp). This course serves as a workshop for these final projects, offering guidance and reflection from the initial phases, through brainstorming, research strategies, revisions, and on 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 BA writing and literature students in their final semester only.

WRI 502
Practice of Translation - 3 cr
Arsenio Iliolo

This is a workshop based on the idea that "translating" equals "transformation." How do the choices one makes in vocabulary, style, conceptual approach, when one writes anything at all, "translate" 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? 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 (Biguinet and Schulte), and Nineteen Ways of Looking at Wang Wei, (Weinberger and Paz). Open to BA and MFA writing program students only. Others by permission of the department.

WRI 503
Literature Seminar:
Postmodern U.S. Poetry - 3 cr
Arsenio Iliolo

A reading of selected works by American poets active and influential in the decades since 1960, the publication year of Allen Ginsberg. Allen's anthology, New American Poetry 1945-1960. This was the first major anthology to present work by, among others, Jack Kerouac and Allen Ginsberg. Our main text will be Postmodern American Poetry: A Norton Anthology, edited by Paul Hoover. Students will read and discuss works by Charles Olson, John Cage, Barbara Guest, Philip Whalen, and their younger contemporaries such as Alice Notley, Carla Harryman, Eileen Myles, and others. Open to BA and MFA writing program students only. Others by permission of the department.

WRI 504
Literature Seminar: Ancient World Literature - 3 cr
Reid Bye

In this course, we will read ancient literary works from around the world, many of which were held in memory and transmitted orally for generations before being written down. We will be looking for threads of similarity and distinctions of difference, gaining some cultural and cross-cultural understanding through literary history. Some of the topics to be compared and considered will be: myths of creation, masculine and feminine mythic types, the aspects of gods and their relation to human beings, covenant, prophecy, sacrifice, and ritual transformation. We will look at the function of mythic hero in ancient cultures, and its relation to the social well being. Readings will include selections or works in their entirety from African, Native American, Indian, Babylonian, Hebrew, Greek, Germanic, and Mayan cultures. Open to BA and MFA writing program students only. Others by permission of the department.

WRI 505
Trends in Contemporary Literature: Introduction to Critical Theory - 3 cr
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 and why 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 BA and MFA writing program students only. Others by permission of the department.

WRI 506W
Poetry Practicum: Rhizomic Poetics - 1 cr
Anne Waldman

A weekend practicum (Dec. 1-2) designed to get the writer's mind and energy moving. We will engage in two days of "experiments of attention" as well as engage in a discussion of current hot topics on the "literary/poetic" landscape. A ten page manuscript of creative work and a brief "statement of intention" or of "poetics" (a sense of lineages and purpose) will be required in order to receive a passing grade. Open to BA and MFA writing program students only. Others by permission of the department.

WRI 509W
Writer's Practicum: Designing a Writing Workshop - 2 cr
Jack Gilmore and Lee Christopher

This professional training practicum (two weekends) will instruct BA and MFA 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. Allowing for improvisation, adjusting to variable time constraints, and altering the structure and goals of
WRI 510

Literature Seminar: The Harlem Renaissance, A Survey - 3 cr
Akileh Oliver

Using an interdisciplinary approach, we will examine the critical literary period in African American writings called "The Harlem Renaissance." We will examine literature, history, politics, art and music to probe the impetus behind the meaning and legacy of this period described as "The Harlem Renaissance." We will look at the dual assessment of this period as both a time in which African American art flourished and a time in which Black art was appropriated and exploited. As well, we will look at the ways in which this period has impacted modern readings of African American literature and "blackness." Open to program students only; others by permission of the department.

WRI 521

The Expository Essay - 3 cr
Lee Christopherson

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 essayists 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 BA and MFA writing program students only. Others by permission of the department.

WRI 523

Literature Seminar: The Feeling Tone - 3 cr
Bobbie Louise Hawkins

In this seminar students will study writing by Colette, Michael Ondaatje, and Lucie Berlin. These writers come from different countries, grew up in different lifestyles with different kinds of education, and are individually unique and important in the literary world for their insightful prose styles. We will read, The Vagabond by Colette, Homesick by Berlin, and Coming Through Slaughter by Ondaatje. A major paper, requiring outside research, will be assigned for each author. There will also be assignments concerning aspects of these writers' work and lives during the semester. We will be utilizing research from the World Wide Web as well as books from the library. Open to BA and MFA writing program students only. Others by permission of the department.

WRI 525

Trends in Contemporary Literature: Introduction to Feminist Criticism - 3 cr
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 and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Iriaray, Kristeva, and Butler. Open to BA and MFA writing program students. Others by permission of the department.

WRI 526W

Poetry Practicum: Small Press - 1 cr
Andrew Schelling

An introduction to various facets of the small press, dealing with its history as well as practical concerns around submissions and editing. How can you define or identify the small press? What was its role in forging the contemporary period? How do you "read" relevant editorial information out of journals & magazines? What makes a journal useful or interesting? How do you put together submissions and cover letters? What are ISBN numbers, etc? At least one current journal or press editor will appear as a guest speaker. There will be show & tell, hands-on study, and collaborative exercises focused on practical skills. Open to BA and MFA writing program students. Others by permission of the department.

WRI 527W

Prose Practicum - 1 cr
TRA

Open to BA and MFA writing program students only. Others by permission of department.

WRI 580

Eco-Lit - 3 cr
Jack Collom

"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, Edward Hoagland, Wendell Berry, Annie Dillard, the Vonnegut of Galapagos, and others. Open to BA and MFA writing program students only. Others by permission of the department.

WRI 581

Project Outreach - 1-3 cr
Jack Collom

Project outreach places students in local schools and other institutions to encourage creative compositions through writing exercises that inspire and instruct participants in making works 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 BA and MFA writing program students only.
WRI 582
Letterpress Printing: The Well Dressed Word - 3 cr
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. Broadsides, poetry/prosa chapbooks, and art books will be produced. Open to BA and MFA writing program students only. Others by permission of the department. $30.00 material fee, paid with tuition.

WRI 583
Letterpress Printing: First Impressions - 3 cr
Brad O'Sullivan
As writers, the practice of setting movable type and printing texts by hand is an invaluable esthetic 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 BA and MFA writing program students only. Others by permission of the department. $30.00 material fee, paid with tuition.

WRI 610B
Practice of Poetry: Studies in Poetry & the Creative Imagination - 3 cr
Faculty
In this workshop we will focus primarily on student writing. We will examine the work of certain poets who have contributed to "visionary" trends in Western literature. We will begin with Blake, Smart, and Coleridge, and later will move on to Modernist writers H.D. and James Joyce as well as the American poets Jack Spicer and Hannah Weiner. Specific readings will include John Livingston Loewes' The Road to Xanadu, H.D.'s Tribute to Freud and James Joyce's Portrait of the Artist as a Young Man. Over the course of the semester we will analyze the methods used by these writers and we will attempt to incorporate similar methods into our own work. Open to MFA writing and poetics students only. Others by permission of the department.

WRI 613A
Creative Reading and Writing: The Word, Image and Book - 3 cr
Amy England
There is the illustrated book, there is ekphrasis, and then there is the rare work that partakes of both entities, in which text and image interact and open each other. In this course, we will naturally start with Blake, and then continue on to more recent works of fiction, non-fiction, and poetry that engage with visual art in especially surprising ways Breton, Sebald, and Lisa Jarnot, for example. We will look at collaborations between poetry and image, as well as texts that mediate on visual objects. Students will be encouraged to come up with their own equivalents to these examples, and we will spend some time on the book itself as visual object, including some simple bookmaking techniques. Open to MFA writing and poetics students only. Others by permission of the department.

WRI 613B
Creative Reading and Writing: Sequences - 3 cr
Keith Abbott
The basic building blocks of fiction will be studied. Exercises in monologue, dialogue, point of view, character, and scene construction. Fiction, nonfiction, drama and movies by Sam Shepard, Lucia Berlin, Louise Erdrich, David Mamet, Lorrie Moore, Elmore Leonard, Dagogerto Gil, Raymond Chandler, and Quentin Tarantino, among others, will be studied. Alice Munro's Selected Stories will be used extensively as a circular corrective to linear rules for character-based fiction. Dialogue segment will feature an examination of gender, ethnicity and social class. A professional writer's component will discuss the business of writing: manuscripts, publication, agents, editorial practices, contracts, PR and getting reviewed. Half of the class will be devoted to critiquing student writing; half to assigned texts and assignments. Open to MFA writing and poetics students in prose concentration. Others by permission of the department.

WRI 621A
Practice of Fiction: Toward Accumulating a Larger Text - 3 cr
Bobbie Louise Hawkins
In this class the focus will be on accruing, through episodes and exercises, the first draft of a larger text, a novel or novella. The work will begin in this class and move through outlines and specifics toward the first draft of a book length manuscript. Note: we will not be working with novels you may already have in progress. It is essential that everyone in the class be working simultaneously with the same specific underlying principles. Required books will be on the syllabus and announced at the first class. Open to MFA writing and poetics students only. Others by permission of the department.

WRI 621B
Practice of Fiction: Building Blocks - 3 cr
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 editorial practices. Fiction, poetry, drama and the works of literature will be utilized. Books by Richard Brautigan, F. Scott Fitzgerald, Kathy Acker, Mary Gaitskill, Louise Erdrich, and Dagoberto Gilb will be read with an eye toward the nature of social, class and gender roles in American literature. Longer works by students are encouraged. Editing principles for fiction collections will be covered. Recommended for third semester MFA prose students as preparation for manuscript and thesis seminar. Open to MFA writing and poetry students in prose concentration. Others by permission of the department.

WRI 710B
Practice of Poetry: Poetic Alchemy Lab 3 cr
Anne Waldman
This writing course is designed to lift the poets writing off the page and into the vocal air. Elements of stagecraft, theater magic, collaborations between species, genders, and mentalities will be explored. A sense of theater as a political act will also be brought into the mix. Readings in Greek drama, Antonin Artaud, anthropological source material, various poets' plays from Pound/Fenollos to Gertrude Stein, Beckett, John Cage, Amrit Baraka, Leslie Scalapino, Thalia Field, as well as readings from performance artists. Participants will be required to do a "research project" based on a particular historical performance mode from a distinct culture, or period, or particular writer, or work, or performance "movement" (guerilla theatre, Living Theatre, etc., Black Arts) for oral presentation of 20-30 minutes. Open to MFA writing and poetry students only. Others by permission of the department.

WRI 710A
Practice of Poetry: Your Works! - 3 cr
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 students will be reading texts pertinent to such an investigation. All This Everyday by Ted Berrigan and Caves & Causenas: Around Poetry and Poets by Anselm Hollo will be required reading. Highly recommended is the anthology, Postmodern American Poetry, edited by Paul Hoover. Open to MFA writing and poetry students only. Others by permission of the department.

WRI 715B
Practice of Fiction: Bad Business, California Noir in Nasty - 3 cr
Keith Abbott
Bad Business will cover California "noir" novels. The second half of the course covers True Crime and the crime novels of Elmore Leonard. Common fictional problems of character, scene and narration will be taught with solutions offered. Writers will not be expected to write in the mystery genre. The second half of each class will be devoted to critiques of student writing of any genre. Dashiel Hammett, The Maltese Falcon; Raymond Chandler, Farewell, My Lovely, and The Long Goodbye; Marcia Muller, Where the Echoes Live; Sue Grafton, C is for Corpse; Walter Mosley, Devil With A Blue Dress; Elmore Leonard, 52 Pickup, and Riding the Rap; Bill Pronzini, Gun in Cheek; Harry King, Box Man. Open to MFA writing and poetry students only. Others by permission of the department.

WRI 718
MFA Literature Seminar: The Cantos of Ezra Pound - 3 cr
Andrew Sadlert
"All times are contemporaneous in the mind." Like no other poet before or after, The Cantos has followed this thought as a beacon. The class studies what critic Hugh Kenner calls "the Pound era," including its literary movements of Imagism and Vorticism and those writers in dialogue with whom Pound developed his verse: H.D., William Carlos Williams, W.B. Yeats, Marianne Moore, then to ancestral presences: troubadours of Provence, ley players of Greece, poet-exiles of Tang Dynasty China, dancers of Japanese Noh. With Homer and Dante as guides, we'll set sail through time and space, visiting the planet's verse traditions, the politics, the economies, reading the entire Cantos and a great deal of Pound's prose. Open to MFA writing program students only. Others by permission of the department.
Keith Abbott  Writing and Poetics
BA, San Francisco State
MFA, 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. He has had five solo shows of his art including Buddha Comes to White America at the University of Colorado. He has twice been artist-in-residence at the Djerrassi Foundation.

Dale Asrael  Transpersonal Counseling
BS, Northwestern University, Certificate in Elementary & Secondary Education, Notre Dame University
Dale Asrael is an Acharya (senior teacher) in the lineage of Chogyam Trungpa, Rinpoche and Sakyong Mipham, Rinpoche. She teaches in both the MA transpersonal counseling psychology and the MA Buddhist studies programs. As an Upadhyaya, or Buddhist minister, she provides pastoral care in hospice environments and in crisis situations. She is a member of the Upaya Council, a Buddhist-inspired mediation and conflict resolution team. She has been leading retreats and seminars throughout the U.S. and Canada for over twenty years.

Robert Atchley  Gerontology & Long-Term Care
A.B, Miami University,
MA, PhD, American University
Robert Atchley has been a key figure in the development 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 director of Scripps Foundation at Miami University. He is the Chair of the Department of Gerontology.

Zoe Austreih,  Somatic Psychology
MS, ADTR, NCPsyA
MA, 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 internationally 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 Faizer Institute Scholar Award.

Frank Berliner  Contemplative Psychology
BA, Yale University,
MA, The Naropa Institute
Mr. Berliner is a core faculty member in the Contemplative Psychology Department at Naropa, and a psychotherapist and organizational consultant in private practice, specializing in communication training and conflict resolution. Mr. Berliner has been a student of Naropa’s founder, Chogyam Trungpa Rinpoche, since its opening session in summer 1974. He studied the psychology and practice of meditation intensively for four years at the Karma Choling Buddhist Retreat Center, then served three years as National Director of Shambhala Training and for nine years as director and teacher-in-residence of the Berkeley Shambhala Center.

Deborah Bowman  Transpersonal Counseling Psychology
BA, University of Kansas,
PhD, 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.
Annie Brook  
**Somatic Psychology**
Certified teacher of Body-Mind Centering,
BA, Somatic Psychology
MA, 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. 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.

Richard Brown  
**Early Childhood Education**
BA, Knox College,
Graduate study, Earlham School of Religion,
Certificate in Elementary Education, Institute of Denver,
MA, The Naropa Institute
Richard Brown has practiced educational therapy and taught early elementary grades in public schools. He taught for seven years at The Vidy School, a contemplative 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 Department at Naropa University.

Reed Bye  
**Writing and Poetics**
BA, MA, PhD, University of Colorado
Reed Bye is the author of four books of poetry including *Passing Creek and Graces and Heart's Bestiary*. He has taught classes in dharma art as well as classic and contemporary literature at Naropa University. He is currently Chair of the Department of Writing and Poetics.

Christine Caldwell  
**Somatic Psychology**
ADTR, LPC
PhD, 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 opportunities in addiction, and a trust in personal essence. She has taught at several universities, and teaches and lectures internationally.

Jane Carpenter-Cohn  
**Contemplative Psychology**
BA, State University of New York-Oswego,
MA, The Naropa Institute
Jane Carpenter-Cohn has taught children and adults of all ages for 25 years. 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 in addition to working with young children and families. Jane has been a volunteer of the Vên, Chogyam Trungpa, Rinpoché since 1975 and has taught and coordinated programs for Shambhala and Buddhist centers for 15 years. She is an accomplished Ikebana instructor and practitioner. Jane chairs the BA Contemplative Psychology Department.

Lauren Casalino  
**Contemplative Psychotherapy**
BA, Rutgers College,
MA, The Naropa Institute
Lauren Casalino has been a faculty member in the MA 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. She is a licensed professional counselor in the state of Colorado.

Dee Joy Coulter  
**Naropa College Core**
BA, MA University of Michigan,
EdD, 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 and lectures and presents workshops nationally on child development, cognition, and music education. At Naropa, Dee teaches courses on cognition.

John Davis  
**Transpersonal Counseling Psychology**
BA, Wake Forest University,
MA, PhD, University of Colorado
John Davis is a Professor at Metropolitan State College of Denver, a teacher in the Richian School (a spiritual work school under the direction of Hameed Ali/A. H. Almaas), and a wilderness guide in addition to his teaching at Naropa. He has published on transpersonal psychology, ecopsychology, wilderness rites of passage, and research methods.
Barbara Dilley  Dance/Movement Studies
BA, 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.

Roger Dorris  Religious Studies
A.A.S., BA, Metropolitan State College of Denver, 
MA, The Naropa Institute
Roger Dorris has over twenty-five years experience in the Human Services field working with marginalized populations. As an upadhiyaya, or Buddhist minister, he has most recently been working in the area of community healing and is pursuing doctoral work in the field of engaged Buddhist Studies. As core faculty, he works primarily with the engaged Buddhism MA and master of divinity programs at Naropa.

James Emery  Contemplative Psychotherapy
BA, University of Colorado, 
MA, The Naropa Institute
James Emery is a graduate of the MA Psychology: Contemplative Psychotherapy Department. Since graduating, 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. He has also been the internship co-coordinator for the MA 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 professional counselor licensed in the state of Colorado.

Bataan Faigao  Traditional Eastern Arts
BA, University of San Carlos (Philippines), 
MA, New York University, 
MFA, The Naropa Institute
Bataan Faigao began studying t'ai-chi ch'uan with Grand Master Cheng Man-ching in 1968 and for the next seven years practiced under his guidance; He has been teaching t'ai-chi ch'uan since 1976. He is a full-time faculty member at Naropa University and chair of the Traditional Eastern Arts Department. He is also co-director of the Rocky Mountain t'ai-chi ch'uan foundation.

Michael Franklin  Transpersonal Counseling
BA, University of South Florida, 
MA, 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.

Duey Freeman  Transpersonal Counseling Psychology
MA, L.R.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.

Darion Gracen  Transpersonal Counseling
BA, Mt. Holyoke College, 
M.S.W., Smith College School for Social Work
Darion is currently the assistant chair of the transpersonal counseling psychology graduate program at Naropa University. Her teaching focuses on direct clinical training as well as anchoring a transpersonal perspective throughout the curriculum. She has taught and trained in ecopsychology, gestalt, psychosynthesis and family systems as well as consulting with nonprofit organizations and schools. She has led wilderness retreats since 1989 and is currently writing a book on the children of narcissistic families.

Peter Grassenbacher  Contemplative Psychology
Ph.D., University of Oregon
In his fifteen years in psychological science, Peter has taught at the University of Oregon, England’s University of Cambridge and American University in Washington D.C. He teaches Western psychological classes that enrich and inform contemplative perspectives. Peter leads two teams of Naropa students who conduct research on the psychological effects of meditation and the unusual perceptual phenomenon known as synesthesia. Media coverage of Peter’s research has included the “New York Times,” “Smithsonian Magazine,” “Discover Magazine,” and several radio interviews. A practitioner of meditation since 1980, his thinking combines subjective phenomenology with modern cognitive psychology.
Bobbie Louise Hawkins  Writing and Poetics
Bobbie Louise Hawkins has written 13 books including: 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  Naropa College Core
BA, Occidental College
MFA, Claremont Graduate University
MFA, California Institute of the Arts
Caroline Hinkley has been a practicing artist and photographer since 1975. 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 in 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 fellowship, 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 environmental design at the California Institute of the Arts.

Anselm Hollo  Writing and Poetics
University of Helsinki, Institute of Tubingen
Anselm Hollo is the author of more than thirty books, most recently the essay collection Caws & Causeries and Notes on the Possibilities and Attractions of Existence: New and Selected Poems 1963-2000. Hollo’s 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. A native of Helsinki, Finland, he has lived in the U.S. since 1967, teaching poetics and translation at colleges and universities.

Victoria Howard  Religious Studies
BA, Barnard College of Columbia University
PhD, Clinical Psychology, 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 master of divinity 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.

Lisa Jarot  Writing and Poetics
MFA, Brown University
Lisa Jarot is the author of several chapbooks and two full-length collection of poems: Some Other Kind of Mission (Burning Deck Press. 1996), and Ring of Fire (Zoland Books, 2001). She is a co-editor of An Anthology of (American) Poets from Talisman House Publishers, and from 1996 through 1998 was the editor of the Poetry Project Newsletter in New York City. She teaches part-time at Long Island University in Brooklyn, New York and is currently writing a biography of the American poet Robert Duncan.

Sudarshan Kapur  PhD, University of Denver/ILLF School of Theology
Sudarshan Kapur is senior adjunct faculty at the ILLF School of Theology. He received his PhD in religion and social change from the University of Denver and the ILLF School of Theology. He has taught extensively at the ILLF School of Theology, the University of Denver, the University of Colorado at Boulder, and Naropa University. He has published several essays and is the author of Raising Up a Prophet: The African American Encounter with Gandhi.

A. d’Forrest Ketchin  Environmental Studies
BA, Georgia State University
MA, M.Ed., PhD, University of Colorado
Forrest Ketchin is an anthropologist with a background in cultural ecology, environmental 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, Native American cultures of the High Plains, and ecology and recreational impact to public lands (Institute of Arctic and Alpine Research, CI). Her pursuit of these interests, and her multi-disciplinary approach have led to a variety of professional and volunteer efforts, including several awards.

Liz Locke  Interdisciplinary Studies
MA, PhD, Indiana University
Liz Locke was trained by Richard Bauman (cultural studies), Henry Glassie (folklore), William Hansen (classics), and Thomas Sebeok (semiotics), all leaders in their inherently interdisciplinary fields. Her dissertation dealt with the Graeco-Roman myths of Orpheus and Eurydice in philosophy and film, and its continuing influence on the lives of contemporary women. She was appointed the first associate of the Collins Living-Learning center for her courses on abstract thought, Jung, and cosmology in myth and physics. She teaches a variety of courses for Naropa Core College and serves as director of BA (and MA pilot) interdisciplinary studies.
Mark Miller  
Music

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,” and “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,  
MA, Indiana University,  
MA, PhD. University of Oregon

Anne Parker has lived and traveled extensively throughout the Himalayas and Central Australia. Before coming to Naropa, she taught geography and international 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.

Michelle N Pierce  
BA, MA, University of New Mexico  
MFA Candidate, Naropa University

Michelle N Pierce is a poet who has taught at Sakuragakou H.S. in Yokohama, Japan, The University of New Mexico and Naropa University where she is the director of the Naropa Writing Center. She’s also served on the editorial board of “Blue Mesa Review” and is the co-editor in chief of “Bombay Gin #27.” Her awards include the Ted Berrigan Scholarship, Almea Grunberger Award, and Finalist in The American Academy of Poets Contest of 1999.

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 monasteries in eastern Tibet. His birth was predicted by His Holiness the XIVth Karmapa, who recognized and ordained him. He has received the 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 Tultrim Gyamtso, Rinpoche at Rumtek monastery in Sikkim. He is the director and main teacher of the Ngedon Academy at Campo Abbey in Nova Scotia.

Reginald A. Ray  
Religious Studies

BA, Williams College,  
PhD., 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 Department. 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 received a national book award from the American Academy of Religion. He is a member of the Nalanda Translation Committee and has recently published a two-volume book on Tibetan Buddhism.

Ven. Ringu Tulku, Rinpoche  
Religious Studies

Acharya degree, Varanasi Institute,  
Lopon Chenpo (Ph.D.) Int’l Nyingma Society

Ven. Ringu Tulku, Rinpoche, is an eminent Buddhist teacher who is known for his scholarship, fluent English, and responsive teaching style. He was recognized as the reincarnation of the Abbot of Rigul monastery in Tibet. Gyalwa Karmapa and Dilgo Khentse Rinpoche were his root gurus and he has studied and practiced under the guidance of many distinguished lamas of Tibetan Buddhism. He has been a professor of Tibetology in India for the last seventeen years and has produced teaching materials and books. Among his publications is a book on the first Jamgon Kongtrul and the R-me movement.

Laurie Rugenstein  
Transpersonal Counseling

B.M., Berklee College of Music,  
M.M.T., Southern Methodist University

Laurie Rugenstein 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 Krokus Drums.

Rabbi Zalman Schachter-Shalomi  
Religious Studies

PhD., 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 Hassidism and Kabbalah in a contemporary and heartfelt manner. He was ordained in 1947 and received a PhD. 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. In 1989 Rabbi Schachter founded the Spiritual Elderly Institute to meet the needs of the current generation of elders.
Andrew Schellin Writing and Poetics
BA, University of California, Santa Cruz
Special Studies, University of California, Berkeley

Judith Simmer-Brown Religious Studies
BA Cornell College
MA Florida State University
PhD. Walden University
PhD. candidate, Columbia University
Judith Simmer-Brown became a Zen student of Shunryu Suzuki, Roshi, in 1971, and a student of Chogyam Trungpa, Rinpoche in 1974. She is the chair of the Religious Studies Department at Naropa University, where she has been a faculty member since 1978. She lectures and writes on Tibetan Buddhism, Buddhist-Christian dialogue, and American Buddhism, and is an Acharya (senior dharma teacher) in the Shambhala Buddhist tradition. Her books are Dakini’s Warm Breath: The Feminine Principle in Tibetan Buddhism (Shambhala 2001), and with Brother David Steindl-Rast, et. al., Benedict’s Dharma: Benedict’s Comment on the Rule of St. Benedict (Riverhead 2001)

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 exhibitions. He has also practiced and taught Buddhist meditation for twenty-five years; directed Dorje Khyung 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, and cofounder of Mountain Water, an artist’s retreat in the wilds of southern Colorado.

Philip Stanley Religious Studies
BA, University of North Carolina-At-Chapel-Hill,
M.BA, University of Michigan,
PhD. 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 Nyingma School of Tibetan Buddhism and its nine-vehicle system. He has been a student of Trungpa, Rinpoche since 1974, has taught Buddhism for 19 years and Shambhala training for 17 years. He received a Fulbright-Hays Fellowship for his doctoral research in Asia. He is a member of the Nalanda Translation Committee and a teacher for the Nitartha Institute founded by Ven. Dzigchen Ponlop, Rinpoche.

Jed Scott Swift Environmental Studies
MA, Lesley College
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.

Steven Taylor Writing and Poetics
BA, Glassboro State College,
PhD., 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 MA degree and is currently a PhD. candidate in ethnomusicology at Brown University.
Anne Waldman

Writing and Poetics

BA, Bennington College

Anne Waldman, along with Allen Ginsberg, co-founded The Jack Kerouac School of Disembodied Poetics at Naropa University in 1974. Waldman has more than 30 books and chapbooks of poetry, and 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

BA, University of Illinois;
MA, Vermont College of Norwich University

Candace Walworth has more than twenty years of experience as an educator, teaching in settings ranging from elementary schools to high schools, community colleges, and senior centers. Before coming to Naropa, she toured for six years with a professional theater company, the United Mime Workers, and was a founding member of House Theater in Urbana, Illinois. She served as chair of Naropa’s Foundation year program for eight years. Currently, she teaches writing and literature in the college core and is helping develop a Naropa study abroad program to South India. Her special areas of interest include peace studies, eco-literature, and wilderness-based improvisational theater.

Karen Kisel Wegela

Contemplative Psychotherapy

BA, University of Rochester;
MA, Boston University;
MA, University of Denver;
PhD., Union Institute

Karen Kisel Wegela directed the MA, Psychology: Contemplative Psychotherapy Department for many 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 nonprofessional helpers.

Lee Worley

Theater

BA, Mount Holyoke College,
MA, 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 Italie 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 ADJUNCT 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
Hameed Ali 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 Almas) 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.”

Elías Amidon
Elías 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 journeys, 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. Elías teaches in the Sufi tradition.

Joan Anderson
BA, 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 has been a student, practitioner and instructor of Buddhist meditation since 1976. She is co-founder of Mountain Water, an artist retreat place in rural southern Colorado. Her paintings and calligraphy have been exhibited internationally.

Howard Apooshyan
PhD., University of Oregon
Howard Apooshyan 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
PhD., 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 Department 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,
MA, 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 has taught and lectured on the Buddhist approach to dying, transforming loss and the spiritual aspects of grief. She maintains a private practice at the Institute for Marriage and the Family in Boulder.

Thomas J. Barr
Ph.D., University of Miami
Thomas Barr is licensed in Colorado as a psychologist and marriage and family therapist. He has 21 years of experience covering a broad range of clinical areas. 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 P. Bartko
MA, A.D.T.R., L.P.C.
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. She also facilitates dance/movement therapy workshops that integrate the benefits of expressive arts and contemplative practices.

Wendel Beavers
Wendel Beavers, choreographer, performer, and teacher, has been working in New York City since the mid-1970s. He was a founder and early director of movement research. He is the associate director of New York University's Experimental Theatre Wing (ETW) and is a principle architect of the program’s unique dance/physical theatre cross curriculum. His choreography, based in recent years on his studies with Bonnie Bainbridge Cohen and his own research into experiential anatomy and developmental movement, has been produced in New York by Dance Theatre Workshop, Danspace at St. Mark's Church, Dixon Place, Movement Research, Dia Center for the Arts, and many other venues. He has also taught and performed extensively in Europe.

Laura Beer MA, 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-masters 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,
MA, The Naropa Institute,
Ph.D. candidate
Sarah Bennett has worked with children and parents for over 25 years as both a teacher and a therapist. She facilitates transpersonal journeys in Peru 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.

Paul Bergner
Paul Bergner has studied and practiced clinical nutrition, nature cure, and medical herbalism since 1973. From 1992 through 1996 he was editor of Clinical Nutrition Update. He is director of clinical studies at Rocky Mountain Center for Botanical Studies where he teaches basic medical sciences, medical herbalism, and clinical nutrition, and supervises clinical interns. He has written seven books on herbalism, nutrition, and natural medicine and lectures internationally.

Elizabeth Bethoea, PhD.
Elizabeth has a master's degree in social work, and a PhD. in integrative sciences. She currently teaches sociology and psychology at Naropa University and Front Range Community College. In 1994, she founded the Bethoe Institute for Research on the Transformation of Humanity, Inc., or BIRTH, a research and training institute dedicated to a spiritually, environmentally, socially, and economically sustainable future. Her scholarly work focuses on an integrated approach to global problems.

Ronald Billingsley
MA, PhD, 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 conducts cross-cultural expressive arts programs for seniors and at-risk youth. 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.

Jude Blitz
BA, University of Missouri,
MA candidate, Antioch University
Akido Sandan (fourth degree black belt)
Jude Blitz has been a student of Hiroshi Ikada, Shihan since 1980. She has taught Akido at Naropa since 1989. She is a psychotherapist in private practice certified in hakomi therapy and shadow work.

Elisabeth Borden
BA, Kansas State University,
MA, 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.
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 therapies. She is the founder and director of Studio Be yoga and movement arts center in Boulder.

Pat Breslin
MA, 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
BA, Bangalore University,
MA, Ohio State University,
MA, The Indian Institute of Technology
SreeDevi Bringi is an educator and community leader in multiculturism, lecturer on Hindu and Hinduism, presenter of Hindu practices and rituals, and teacher of Vedanta meditation. She currently teaches an introduction to contemplative Hinduism in the Religious Studies Department of Naropa University.

Annie Brook
Certified teacher of Body-Mind Centering,
BA, Somatic Psychology,
MA, Applied Behavioral Science
Annie Brook is faculty at Naropa University. She teaches in both the somatic psychology and InterArts programs. In addition, Annie is a Body-Mind Centering* teacher and has taught courses throughout the country. She is a published author of two books on movement integration and education: Body-Mind Centering* and Contact Improvisation, a Manual for Teaching and Learning Movement, and From Conception to Crawling, a Foundation for Developmental Movement. Annie has worked as a corporate trainer for programs that involved fitness, nutrition, communications, stress management, and values clarification, and she has supervised the advanced program at the HeartSong School for meditation and psychic healing.

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 Eliot 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 Chogyam Trungpa in 1975 while attending the Naropa Institute. She also teaches Buddhism, Shambhala training, and oriental brush calligraphy.

Jane C. Bryant
BA, Psychology, University of Colorado at Boulder,
MA, 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,
PhD., 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.
MFA, Naropa University
T. Burke is author of the full-length drama, American Express. He is co-author of the screenplay American Reel, a feature film, and has written a novel, Stripmilk Bohemia, which has been optioned for film by Upside Down Pictures. Burke is a three time fellow to the Virginia Center for Creative Arts and has received a Cable Ace Award, an R.I.A.A. Golden Disc, and the honor's award from New Millennium Writing.

Ellen Burkett, MA
Ellen currently teaches a 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 TCP program, Ellen works as a counselor in private practice in Westminster, CO specializing in anger management, griefwork, and parenting issues. Ellen has developed an on-line course for Jungian dreamwork, called "Dreamtutor." She also offers an anger management program through the internet.

Duncan Campbell III
History Yale College
Harvard Law School
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 Dass. For the last 6 years, he has hosted discussions on the KGNU Connections Show.
Katherine Campbell
BA, Regis University School for Professional Studies,
Certified in Gerontology and Rational Emotive Therapy
Katherine has worked in the field of Gerontology for over 20 years. She coordinated the Peer Counseling for
Seniors volunteer program with the Mental Health
Center of Boulder County. Katherine is director for Shambhala training and a member of the board of direc-
tors for mbti services at Naropa. She is currently the
community resource specialist for Boulder Senior Services.

Betty Cannon
LPC
MA, University of Colorado,
PhD, 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 Metatheory.

Michael Caplan
JD, LLM
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 governmen-
tal agencies. His ability to articulate complicated
concepts in a straightforward manner and to assist
people with discussing difficult subjects in a productive
and collaborative problem-solving way helps them
make decisions, which meet their needs. 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 Camarius,
LPN, Presbyterian/University of Pennsylvania
Medical School,
RN, Front Range Community College
Megan Camarius 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
BA, City College of New York,
MA, 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
BA, University of Texas,
MA, 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 Maas., where the focus of his work was
on clinical oversight for psychiatric outpatient services.
Dr. Ed Podvoll’s text, The Seduction of Madness,
continues to be an integral part of his ongoing spiri-
tual, psychological, and professional journey.

Jannell Chapin
MA, MT-BC, LPC
Jannell Chapin has practiced as a music therapist in
psychiatric and rehabilitation settings and has been
employed as an outpatient clinician at the BCMHC.
During the last 15 years Jannell has specifically trained
and worked with Ed Podvoll, MD and Jeffrey Fortuna.
Currently she is employed with Windhorse Community
Services. Jannell has taught programs on music space
awareness and contemplative psychotherapy in the
U.S., Canada, and Vienna, Austria.

Daphne Chellos
LPC
MA, 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
MEd, Tulane University,
MFA, The Naropa Institute
Lee Christopher teaches at Naropa University,
Metropolitan State College of Denver, and Regis
University, Denver. She is the executive editor of The
New Censorship, a Denver-based literary journal. Lee is
also an adjunct 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 Hermann Quartet.
Carole L. Clements
BA, Syracuse University,
MA, MFA, Naropa University
Carole Clements is a fiction writer and contemplative psychotherapist in private practice. She has also worked extensively as a group psychotherapist for women arrested of domestic violence and mandated to counseling. Carole's passion lies in the telling of things. Through creativity and storytelling, Carole believes that healing can be achieved. Carole is also a teacher and writing coach.

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
BA, Harvard University,
MA, The Naropa Institute
Bayard Cobb has worked as a biologist at The Point Reyes Bird Observatory. She later became a psychotherapist for mail order 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 became a student of Ven. Chogyam Trungpa Rinpoche at Naropa's 1st session in 1974 and has taught meditation and dharma for over 20 years.

Jennifer T. Coffee
BA, Naropa University
MA, Naropa University
Jennifer Coffee has studied classical liturgical Tibetan at Naropa University since 1998. She has worked on the Naropa Tibetan library project since 1999, cataloguing and developing Naropa's Tibetan text collection. She is a songwriter, mother, Buddhist in the Nyingma lineage and has been an active part of the Naropa community since 1994.

Ben Cohen
PhD, 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 private practices in Denver and Boulder. His interests include body process, meditation and psychotherapy, couples counseling, and group process.

Roland Cohen
Roland Cohen is the resident director of Shambhala Training in Boulder. He is on the board of directors of Interfaith and Intercultural Institute at the University of Denver and president of Shambhala Prison Community. A student of the founder of Naropa University, Chogyam Trungpa Rinpoche, he has been practicing and teaching both Buddhism and Shambhala since 1981.

Jack Collom
MA, University of Colorado
Jack Collom has authored 16 books of poetry and is responsible for three collections (with commentary) of writings by children. He co-authored a book, Poetry Everywhere, about teaching poetry to children. His collections of poetry include Little Grand Island, Arguing With Something Plato Said, and B-Ball. Recently, he co-authored Polerics an Autonemedia book published in 1998. Collom has taught at Naropa for almost a decade and has been awarded two NEA Fellowships in poetry.

Sharon Conlin
RN
BS, University of Michigan,
MA, 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 experience includes eight years with Boulder County Mental Health, four years in Auckland, New Zealand and nine years private practice specializing in individual, couple, and group psychotherapy.

Annette Crawford
Annette has been actively involved in the field of Early Childhood Care and Education for more than 25 years. She has been a summer camp counselor, an infant/toddler care provider, a preschool teacher and directed Aleya Preschool & Kindergarten for 6 years. Annette is presently employed at the City of Boulder, Division of Children, Youth and Families as the Recruitment and Training Program Coordinator. She holds an A.S. Degree in Early Childhood Education and Management and an Infant/Toddler Child Development Associate (CDA) certificate.

Carol Crutchlow
BA, 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 Walter. She is a founding member of the " Holy Cow Theatre Co." in collaboration with Maggie Donaghy, Marty Duttin and Tom Brown. Her most recent collaborative work has been with Lee Worley at Naropa.

Richard Dart
Richard Dart has been a student of the outdoors from more than 20 years and has studied with noted leaders 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.
Ami Dayan

Ami Dayan is an Israeli-American actor, director, and playwright. His 1994 Israeli production of A Tale of a Tiger by Danio Fo won the prestigious “Theatreneto” award. This year he produced a version of that play at BmoCA to critical and popular acclaim. He is currently teaching and directing student actors in Denver's National Theatre Conservatory. Mr. Dayan was trained at the Beit-Zvi School of Dramatic Arts, the NYU Experimental Theatre Wing, Paris and the Hi Studio in New York.

Christine Denning
BA, University of Dallas,
MA, 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 consultant 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.

Sophia Díaz
BA, Mills College

Sophia Díaz is a gifted teacher of hatha yoga and sacred movement, deriving her style of teaching and body philosophy from the South Indian Temple arts and their accompanying scriptures. She has been traditionally apprenticed to dance and music masters of the Balasarasvati lineage of Bharata Natyam since 1982. Sophia currently teaches regular hatha yoga classes, maintains a private yoga therapy practice, and is faculty in the Somatic Psychology Department.

Boubacar Diebáte

Boubacar Diebáte was born in Senegal, West Africa. He was born into a family of Griots, who are oral and musical historians of Africa from times preceding the writing of books. Boubacar has come to the United States to share his tradition and culture with the West.

Grazia Di Giorgio
MA, Queens College, NY, MBA Universita' di Bari, Italy

Grazia Di Giorgio first started learning about jazz in Italy, her native country. She later moved to Graz, Austria, where she studied and performed with Marc Murphy and Andy Bey. In New York she studied at Mannes College and The New School with George Garzone, Richlie Belizad and Jimmy Heath. Ms. Di Giorgio has performed with Andy Bey, the Jimmy Heath Big Band, Diva, Joe Williams and Milt Jackson, among others, while keeping a busy schedule recording and touring Europe and the Americas with her own band. She moved to Boulder last year to enter the MA Contemplative Psychotherapy Department at Naropa University.

Julie Dolin

LPC, DTR

MA Naropa Institute

Julie Dolin is a somatic psychotherapist who has worked extensively with high-risk adolescents and their families and currently co-facilitates "The Women's Blossom Project" for high school girls. She has also developed a movement-based group for parents called "Parenting with Heart". She maintains a private practice in Boulder, CO.

Laurie Doctor

BA, Southern Methodist University

Laurie Doctor has worked as a painter, calligrapher, designer, and book artist for the past 20 years. She has studied Western and Eastern calligraphy with Barbara Bash, Jenny Groat, Thomas Ingmire, Mark VanStone and Ed Young. Laurie also studied French poetry and literature at Sorbonne University in Paris and did graduate work in education at the University of California at Berkeley.

Maggie Donaghy

BA, University of North Carolina

Maggie Donaghy graduated from The Neighborhood Playhouse, NYC, and studied with Uta Hagen, Sandy Meisner, 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.

Andy Dorsey

MA, Lesley College,
MBA, Harvard University

Andy Dorsey is a faculty member at Front Range Community College and a career counselor. He has several years of experience in research and program evaluation, with a particular focus on qualitative and survey research, and has helped many counselors prepare for the statistics sections of the licensure exam. He also teaches career counseling and human growth and development at local schools.

Bill Douglas

MM, 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."
Patti Dubrovski  
BA Evergreen State College, MA, California Institute of Integral Studies, Registered Drama Therapist  
Patti Dubrovski is a nationally acclaimed comic performer and international trainer for business leaders. She has facilitated over 1000 workshops in performance techniques: writing, development, and delivery. Currently, she is touring in the show, "2 Women Avoiding Involuntary Hospitalization: A Hormonal Cabaret", written and performed in collaboration with Nancy Cranbourne.

Amy England  
PhD in English and Creative Writing, University of Denver  
Amy England’s newest book of poems, The Flute Ship Castaways, will be released by Tupelo Press in April, 2001. Her work has appeared in Volt, Fence, MCSweeney’s, Ohio Review, Indiana Review, Colorado Review, and Best American Poetry 2000, among others. She has taught English and creative writing at the University of Illinois at Chicago and the University of Denver. She also edits Transparent Tiger Press, which publishes poetry chapbooks.

Ravi Dykema  
Ravi Dykema was granted the title Yogiraj, or “yoga adept” by his teacher, Swami Gitanaanda, during his four-year tenure in the early 70’s as a student and faculty member of Gitanaanda’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 “Nexus Magazine.”

Mary Erickson  
MCAT, MT-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.

Kari Edwards (Kari edwards)  
Kari's first book, post / pink was published by Scarlet Press, 2000. Kari's work can also be found in Blood and Tears, Painted Leaf Press, Bombay Gin and Fracture. She is also the poetry editor for I.G.C.E.'s - Tapestry. She has exhibited her work throughout the United States and has taught at the University of Denver, Tyler School of Art and the University of Colorado, Boulder. Kari lectured at the Annual Lambda Rising Queer Studies Conference at the University of Colorado, Boulder from 1998-2000.

Roland Evans  
Roland was born on a farm in Ireland and after working as a carpenter, he completed an MA in Psychology from the University of Edinburgh and trained as a clinical psychologist in London. He lives with his wife and two children in the mountains where he gardens and writes. He has a practice as a transpersonal psychotherapist and has taught at Naropa since 1991.

Sherry Ellms  
BA, UCLA  
Teaching Certificate in Secondary Education, California State University, MA Naropa University  
Sherry Ellms 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 University where she also serves on the faculty of the Transpersonal Counseling Psychology Department and the Environmental Studies Department.

Sue Evans  
BA, Adams State College, MA, Counseling, Michigan State University, CHIClinical 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 herbalism and has a private practice. Sue is certified “In Touch for Health”, worked as a mental health counselor for six years and also has extensive experience in finance and accounting. She is currently the vice president of finance at Naropa University.

Katherine Woodrich Emery  
B.S. Northern Illinois University, MA, The Naropa Institute, Gestalt Institute of Denver training  
Katherine Emery is currently an adjunct faculty member for the BA Contemplative Psychology Department as well as the MA Contemplative Psychotherapy program at Naropa University. She has had extensive experience working with others in private and public settings.

Mimi Farrelly-Hansen  
ATR, LPC  
BA, Smith College, MA, Columbia University, MA, 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-therapy. Her paintings and sculptures are found in private collections in the U.S. and abroad.
**Lynne Foote**  
**MA, LPC**

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 Northern 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.

**Michael Girodo**  
**BA, The Naropa Institute**

Michael Girodo has been working in the field of Early Childhood Education since 1982. His training includes Montessori, Waldorf, Shambhala and Buddhist educational methods of working with young children. Michael received his degree in Buddhist and Western psychology and body-mind centering from Naropa in 1987.

**Dena Gitterman**  
**MA, Indiana University**

Dena Gitterman has worked as a teacher, counselor, and therapist. She has been an individual and group psychotherapist in private practice since 1987, combining body-centered therapy (including hakomis, somatic experiencing and other approaches), gestalt work, Jungian psychology and art with more traditional counseling approaches. As a specialist in work with eating disorders, grief resolution, trauma recovery, and body/health issues she has presented numerous workshops and seminars.

**Mary Freund**  
**MA, 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**  
**BA, The Naropa Institute; MFA, Brandeis University**

Ethelyn Friend has been working with acting and voice in traditional and nontraditional 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.

**Liz Gaggini**  
**MA, The Naropa Institute**

Liz Gaggini has worked as a psychotherapist and is also a certified Rolfer. She has taught “Psychology of Meditation” and meditation-related classes with Naropa since 1993.

**Jack Gipple**  
**BA, English, University of Montana; MA, 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 Ta-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.
Kevin Gray  
MFA, 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 UCD, and has appeared in many national and regional commercials. Kevin also works as a consultant with corporations, managers and executives.

Julie Greene  
MA, Naropa Institute,  
MBA, 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 qualitative 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.

Mark Haase  
BA, The Naropa Institute,  
MFA, 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  
BA, Howard University,  
MA, Columbia University,  
Training at the Juilliard School of Music
Jacqueline Hairston is a former head of the Music Department at Merritt College, Oakland, Calif. 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  
PhD
Joan Halifax is an anthropologist and Buddhist Teacher. She is a Dhammadya in the Thich Nhat Hahn 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 Irepole African Drum and Dance ensemble directed by Mr. Adetunji Joda. He has studied the indigenous rhythms of Senegal with the master drummer of that region. He currently co-directs the Temante Drum and Dance Group with Tracy Kiteya Vasquez and directs the nine-member African drum ensemble Kusogea Nobi. Bob is also the percussionist with World Report Band.

Carol Halpern  
BA, 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 Chögyam Trungpa, Rinpche and helped present sharma art shows across the U.S. 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  
PhD
Susan is a licensed marriage and family psychotherapist with a private practice in Boulder. She holds a masters degree in spiritual psychology, another masters in theology, and a PhD 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  
BA, 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 three-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
PhD, 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.

Lanny Harrison
Lanny Harrison has played character roles in off-Broadway musicals and films and, for the past 25 years, has written and performed both one-woman shows and two-person shows in America and Europe. She has been a member of The House, Meredith Monk's theater company, since 1969. Currently, she is in rehearsal for Ms. Monk’s latest work, “Mercy.” She teaches theater classes for adults and children and gives workshops for senior citizens at Aging in America. She is on the adjunct faculty of the Gallatin division of NYU.

Alan Hartway
BA, St. Joseph College,
Graduate Studies, Catholic Theological Union,
MA, 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
BA, 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 Urgyen Shenpen, Jules Levinson, and John Rockwell. She has been a member of the Nalanda Translation Committee since 1996. Currently, she is teaching Tibetan at Naropa, and studying with Dzigar Kongtrul, Rinpoche. She is also editing and translating with Khenpo Palchen Sherab, Rinpoche and Khenpo Tsewang Dongyal, Rinpoche.

Steve Henne
BS, Penn State University,
MA, The Naropa Institute
Steve Henne is a graduate of the MA, Contemplative Psychotherapy Department. 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 independent and fulfilling lifestyles and behaviors.

Michael Herrick, MA
In addition to a degree in psychology and counseling, his background includes training in hakomi (Institute Trainer for 13 years), gestalt therapy, hypnotherapy and ritual process. He has taught workshops and hakomi 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.

Susan Hess
MA, MT-BC, 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.

Victrass Hitchcock
Victrass Hitchcock has been making movies for as long as she has been practicing Buddhism—30 years. A graduate of the London Film School, she has produced, directed, written and edited over 25 documentary, educational, and short dramatic films and videos. She was a founding member of Centre Productions—a film company started in 1976 by Chogyam Trungpa, Rinpoche. Since 1989, she has had her own production company—Charlot Productions—and has been focusing on producing videos for and about teenagers.

Rabbi Howard Hoffman
BA, Dartmouth College,
MA, Antioch-Putney Graduate School,
PhD, 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 (Snowmass, CO). He has also led spiritual wilderness retreats in the U.S. and in the Himalayas.
Gene Hooley
BA, University of Massachusetts (Dartmouth),
MEd, Antioch University
Gene Hooley has taught young children of all ages.
She is a teacher observer and trainer, and teaches a
variety of early childhood classes and workshops for
adults. She has been involved with Alaya Preschool, a
contemplative preschool, and the Naropa University
early childhood education program for about ten
years. She is currently co-director of Alaya Preschool.

Laurel Howe, MA
Laurel Howe is a psychotherapist practicing in Denver.
She is in Jungian analytical training with the Research
and Training Centre for depth psychology according to C.G.
Jung and Marie-Louise Von Franz in Zurich, Switzerland.
Laurel specializes in Jungian sandplay therapy with
children and adults. She received an MA in transpersonal
counseling psychology from Naropa University. She holds
a Master of Arts in teaching from Smith College.

Bob Howard
BA, 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.

Gail Hoyt
BA, 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.

Hiroshi Ikeda Sensei, Shihan
Hiroshi Ikeda Sensei, Shihan is the founder and chief
instructor of Boulder Aikikai, Inc., a non-profit school
of aikido in Boulder, Colorado. He currently holds the
rank of seventh dan through Mitsugi Saotome Shihan
and the Aikido World Federation (Honbu Dojo).Ikeda
Sensei lives with his family in Boulder, where he
teaches at Boulder Aikikai and manages the operations
of Bu Jin Design, his martial arts supply manufacturing
and mail order company. He also travels extensively as
a guest instructor, conducting aikido seminars at dojo
around the country and abroad.

Margot Iseman
LPC
BA, S.U.N.Y.
MA, The Naropa Institute,
Certification in BodyMind 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 Jarrott
Lisa is the author of Some Other Kind of Mission and
Ring of Fire, the co-editor of An Anthology of New
(American) Poetry, 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, Boulder. She is currently writing a biography
of the poet Robert Duncan.

Jeff Jerzbek
BA, Syracuse University,
MA, University of Wisconsin
Jeff Jerzbek is president of Pinion 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. Jerezbek 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.

Giovannina Jobson
MA, The Naropa Institute
Giovannina Jobson has been a student of Chögyam
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.

Aostre N. Johnson
Aostre is an associate professor of education at Saint
Michael's College in Colchester, Vermont, where she
teaches curriculum courses and co-ordinates a spirituality
and education program. Her research interests
focus on aesthetic, ethical and spiritual dimensions of
human development and curriculum, and on
integrated curriculum and instruction based on multiple
intelligences. She has published a number of
articles in these areas. She also serves on the advisory
board for Naropa University's contemplative education
master's degree program.
Eric Johnson  
BA, Colorado College  

Eric Johnson is a horticulturist 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 MFA 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 Moliere’s "Tartuffe."

James Jordan  
PhD, University of Denver  

James Jordan is the co-founder of the Denver based Native American Counseling, Inc.; program director for North Range Behavioral Health (Fort Lupton office); editor of American Indian Community Mental Health; adjunct faculty member at the Institute of Denver's Institute College; adjunct faculty member at Naropa Institute. Dr. Jordan, a member of the Choctaw Nation of Oklahoma has traveled worldwide and brings both American Indian and cosmopolitan worldviews to his lectures. In addition to psychotherapy, he is an artist and lecturer on Cross-Cultural Psychology and American Indian Art.

Chaitanya Mahmud Kabir  
MA Ethnomusicology, University of Hawai'i  

Chaitanya Mahmud Kabir has brought together a powerful synthesis of Indian devotional and raga singing with modern natural music theory. He designed the divine music graduate program of the Hindu University of America and taught several of its courses. He speaks fluent Hindi and Urdu and has translated books of spiritual discourse and poetry. He sings and plays Turkish Sufi Music weekly at Zikr. He is a devotee of mother goddess Saraswati and has taught raga and devotional singing, flutes, and Hindi and Urdu in Boulder for many years.

Yogi Nataraja Kalio  
BA, Traditional Eastern Arts & Religious Studies, Naropa University  

Nataraja has been a practitioner and teacher of yoga for the past ten years, five of which he spent in India. He has studied Indian tantra/yoga with numerous teachers, primarily in the lineages of Sri Aurobindo, Ramesh Mahatshri, Swami Sivananda and Swami Gitananda. Nataraja has also studied extensively in the tradition of Vajrayana Buddhism. His teaching style emphasizes the integration of meditation with all aspects of practice and daily life.

Brigitta Karelis  
MA, Naropa University  

Brigitta received a German diplom (equivalent to an MA in Pedagogik, a study combining social work and psychology. She also holds an MA in somatic psychology. She has worked with drug addicted youth, political refugees, the mentally ill, and hospice clients. She is an authorized Buddhist meditation instructor. She has a private practice in psychotherapy and specializing in healing the effects of trauma. She teaches internationally for the Hakomi Somatics Institute.

William Karelis  
BA, Harvard College  

Bill Karelis graduated magna cum laude from Harvard College. His training in meditation has derived from the Kagyü 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  
BA, Tufts University,  
PhD, London School of Economics, Department of Health Economics  

Lynne Katzmann specialization is the study of health policy and International health system models; is founder and president of Juniper Partners; and has been active in the long-term care industry since 1981. She was responsible for the creation of a program and legislation for a statewide universal health plan for the State of Oregon.

Christina Kauffman  
PhD, University of Colorado  

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  
MA, 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 acupuncture as well as a practitioner of plant spirit medicine and therapeutic touch.
Ryan Kennedy
A.D.T.R., L.P.C., RN, CACII
BSN, Regis University
MA, Naropa University
Ryan Kennedy has completed training in marriage and family therapy and is a certified domestic violence counselor. He has been teaching from a holistic, body-positive, movement-oriented perspective since 1988 and maintains a private psychotherapy practice working with individuals, couples and families. He is currently on the approval committee of the American Dance Therapy Association.

Joe Klein
MA, The Naropa Institute
Joe Klein is a graduate of the MA 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
BA, Colgate University.
MPS 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.

Linda Krier
Linda Krier has been an Aston Patterning teacher since 1976 and a teacher of the Diamond Approach since 1983. She teaches classes in each of these disciplines and her unique understanding of spiritual embodiment, in the U.S. and internationally. She is on the training staff of the Ridhwan School and the Aston Training Center, and is an adjunct faculty member at Naropa University.

Art Lande
BA, 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 Lasmawan
Indonesian College of the Arts
I Made Lasmawan 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. Lasmawan has traveled throughout the world teaching and performing with his wife Yuni Lasmawan. In the U.S. he has taught at San Diego State University and Colorado College and currently leads the Denver-based Gamelan Tunas Melkar.

Sandy Lemberg
Sandy attended the University of Chicago with a major in mathematics and earned a master of science degree at the university of Warwick in pure mathematics with a dissertation in algebraic topology. His academic interests are in geometry, logic and the foundations of mathematics, foundations of physics, philosophy of mind and Buddhist philosophy. He also has a strong interest in mathematics education at the secondary school levels and has worked extensively in this area.

Adwoa Lemieux
MA, 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. Adwoa creates 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 an adjunct faculty member 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
MS, ADTR, LPC, CGP, ACC
Eleni obtained her master of science in dance/movement therapy from Hunter College, CUNY, and has extensive postgraduate training in authentic movement. Her mental health practice experience of seventeen years in Greece and the United States has focused on integrating a soulful and spirited approach with rigorous clinical standards. Eleni is currently in private practice, specializing in offering authentic movement in adult psychotherapy.

Jules Levinson began studying Buddhist view, meditation, and conduct under the guidance of Jeffrey Hopkins and a series of eminent Tibetan lamas at the University of Virginia in 1976. He graduated in 1989 with a doctoral degree in Buddhist studies. He has taught courses in Buddhist studies, the religions of Asia, and Tibetan language at Naropa University, Stanford University, the University of Virginia, and Hamline University.
Darlene Lorrain  
BA, Naropa Institute  
A master teacher at Aleya 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.

Tharpa Lowry  
MA, Naropa University  
A recent graduate of Naropa and an ordained Buddhist monk in the Karma Kagyu tradition of Tibetan Buddhism. He is currently the coordinator of the Master of Divinity program, and is most passionate about the development of Buddhist education in the West.

Barb Malberger  
MA, Naropa University  
Barb Malberger holds a master degree in somatic psychology from Naropa University. She is currently in private practice and has been a subsidized counselor for Naropa University for three years. Barb is on the adjunct faculty at Naropa co-teaching the BA level Introduction to Body Psychology. Barb was a women's outreach counselor at the Boulder County Safehouse in 1998 and has led workshops in the community for teachers and chiropractors to increase body/mind awareness.

Jared Madsen  
BFA, Buena Vista University,  
MFA, 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 High Lands Playhouse, North Carolina, and the Scoto 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.

Janine L. Malcolm  
Janine L. Malcolm, ND, is a naturopathic physician and an acupuncturist. She attended the University of California, Berkeley, where she played PAC 10 volleyball and received a BA in Psychology. Janine received her doctorate in naturopathic medicine and a masters in acupuncture from Bastyr University in Seattle, WA. She did further training in Shanghai, China. Janine currently has a private practice in Boulder, Colorado.

Jesse Manno  
BA, University of Colorado  
Jesse Manno has created over eighty original scores for dance, theatre, and multimedia productions including eighteen evening-length pieces. His work has been supported by Meet the Composer, Inc., a division of the NEA, KRMA TV, The National Guild of Organists, Montgomery Watson Inc., Bates Dance Festival, and the Colorado Shakespeare Festival. Recent work includes David Dorfman Dance and composer Amy Denio, a percussive score created on a tower of used car parts for choreographer Gabriel Masson, and the soundtrack for Lazer Vaudeville. Mr. Manno is currently music director for the University of Colorado Dance Department and the Colorado Dance Festival.

Bernie Marek  
MFA, University of Wisconsin  
Bernie Marek studied at the Edinburgh College of Art, Scotland and trained in gestalt and expressive therapies at the Polin Institute, Italy. He has held the position of instructor of art at the Kalamazoo Institute of Art, and Colorado Women's College. 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.

Suzanne Marie  
MA  
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 BA Contemplative and MA Somatic Psychology departments, and an intern supervisor for the Somatic Psychology Department at Naropa.

Brigitte Mars  
American Herbalist Guild  
Brigitte Mars is an herbalist, a nutritional consultant and a professional member of The American Herbalist Guild. She teaches herbology 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 "All Goode Naturally." She has authored many books on natural health, including her latest, Addiction Free Naturally.

Judith Marshall  
BA Psychology, University of Massachusetts  
MA 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 woman'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  
BA  
MH, University of Colorado, Denver  

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, continuing in Italy at the Studio Simi and l'Accademia di Belle Arte in Florence in 1970. 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  
BA, University of Denver, CO  
MA, Naropa University  

Gina has worked in private practice, at The Mental Health Center in Boulder, and at Naropa University in advising, admissions and teaching, for over ten years. Her “Exploring Dream” series, taught at Naropa and in classes to the general public, emphasizes group work. She specializes in exploring the relationships between collective, as well as individual expressions of consciousness and unconsciousness.

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 Cielo Parker Dance School and has a private healing practice, “Ten Moons Consulting.” She is the proud mother of three vivacious sons.

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 performs with the Hannah Kahn Dance Company and Haan Dances. She has lived in Boulder since 1994.

Gary McCrumb  
BA Philosophy, Trinity College  

Gary has been a sound engineer and musician for over a decade and has engineered live performances and recordings of almost every musical genre. Performers he has worked with include: Sonny Rollins, Jimmy Buffett, Pato Banton, and many others. Prior to coming to Naropa, Gary engineered for Mucky Auditorium at the University of Colorado, the Boulder Theatre, Chautauqua Auditorium, the Colorado Dance Festival, and has toured as an engineer and musician. Presently he is the production manager at the Performing Arts Center at Naropa.

Loretta McGrath  
BA, The Naropa Institute,  
MA, Norwich University  

Loretta McGrath has been a faculty member in Naropa College, Psychology, and Environmental Studies departments at Naropa University since 1993 and serves as Administrative Director of Naropa College. She has practiced shiatsu therapy since 1986 and maintains a private practice in Boulder. Loretta is an experienced mountaineer and has led wilderness pilgrimage trips in Colorado, New Mexico and western Tibet. During the summer, Loretta explores her love of flowers through her gardening business, Gardening Arts.

Nicol McGough  
BA, Colorado College,  
MA, The Naropa Institute  

Nicol McGough (A.D.T.R., L.P.C.) is a registered member of the American Academy of Dance Therapists and a licensed professional counselor. 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.

James Meadows  
BA, University of Chicago,  
MA candidate, The Naropa Institute  

Before coming to Naropa, James Meadows taught English and history at the high school and middle school levels for several years and co-founded the REACH program, an independent summer school for African-American young boys. James became a practicing Buddhist soon after spending several months as a layman in a Thai Buddhist monastery. He currently teaches in the Religious Studies Department.

Nancy Maxson  

Nancy Maxson is a Colorado native, has been a lifelong 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.
Bob Medlock  
BS, University of Wyoming  
MSM, 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 careers focus 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.

Rob Meltzer  
BS, University of Vermont  
MA, Prescott College

Rob is an educational consultant, wilderness guide, and director of Naropa's Transpersonal Counseling Psychology Department. In addition to his work at Naropa, Rob helps adolescents and their families find the appropriate educational path by placing students in academic and therapeutic settings that match their needs. He also guides wilderness quests and serves on the board of directors for the Animas Valley Institute in Durango, Colorado.

Eric Ayuba "Maputo" Mensah  

From 1990 to the present, Mr. Mensah has been lead dancer and principal choreographer for the Alcoware Dance Ensemble of the Academy of African Music and Arts, Ltd., in Accra, Ghana, Ghana's foremost cultural performance troupe. He has toured Africa and the United States, including performances and workshops with Obo Addy (Kennedy Center, Washington, D.C.), Chuck Davis and the African American Dance Ensemble (Gambia, West Africa) and solo performances at the Newark Museum of Art and the Art International African Music Institute in New York.

Cherionna Menzam  
PhD (Cand.) DTR, OTR, LMT

Cherionna has over 20 years experience in hospitals and private practice. She is a dance/movement therapist, occupational therapist, massage therapist, and body-centered psychotherapist. Her current private practice in Boulder integrates her passion for enhancing awareness of prenatal and birth issues with her belief in the importance of self-resourcing, somatic expression, and creativity in every aspect of our lives.

Mukara Meredith  
MSW, West Virginia University

Mukara Meredith is a certified hakomi therapist as well a Trauer 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  
BS, Ohio State University  
MA, The Naropa Institute

Jan Foster Miller is a graduate of the MA Contemplative Psychotherapy Department 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  
BA, Doane College  
JD, 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  
PhD, 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 abuse and people with AIDS.

Kekuni Minton  
MBA, Maharishi International University  
PhD, 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, and San Francisco Academy of Art. Cynthia founded the Visual Arts program at Naropa University. In 1973 she became a student of Kyabje Kaku 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
BA, Antioch University,
MEd, 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 Safehouse; 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.R.C.
MA, 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.

Linda Morrell
BA, 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
PhD, 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 bodymind therapy for 25 years.

Kathy Naman
BS, Indiana University, MA, Naropa University

Kathy earned her graduate degree in contemplative psychotherapy. Her experience includes serving as family services director at Regency Rehabilitation Center and a variety of other care organizations. Kathy Naman has been in private practice as a licensed professional counselor since 1990. She has served as an adjunct faculty member for over ten years and has been an internship coordinator with the gerontology program since 1995.

Thomas Nelson
CM

MDiv (1975), MA in Theology (1975), Kenrick Seminary, Saint Louis, Missouri
STD in Spirituality (1985), Pontificial Gregorian University, Rome

Thomas Nelson CM is a Vincentian priest in the Roman Catholic Tradition who pursues their mission through work with the poor, chaplaincy, pastor of the Kateri Tekawitha Native American Community and adjunct faculty at Naropa University. He directs the Ignation Retreat nationally and internationally. Publications include: The Scriptural Index in, The Collected Works of Saint John of the Cross, The Juvenilia in, The Literary Essays of Thomas Merton, and a comprehensive online bibliography, A Thomas Merton Bibliography.

Lara Newton
MA, LPC

Lara Newton is a diplomate Jungian analyst and licensed professional counselor in private practice in Denver. She has studied Jungian psychology since 1974 in Zurich and with the Inter-Regional Society of Jungian Analysts. She holds MA 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. She also teaches classes in fairy tales and dream interpretation.

Paul Oertel
BA, University of California, Berkley.

MFA, 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. He has been 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.

Pat Ogden
MA

Pat is a pioneer in somatic psychotherapy and the treatment of trauma. A co-founder of the Hakomi Institute, she is the director of Hakomi Somatics Institute and the originator of Sensorimotor Psychotherapy. Trained in a wide variety of somatic and psychotherapy approaches, she has worked with a diversity of populations, including prison inmates, psychiatric inpatients and survivors of trauma. She has more than 30 years experience working internationally with individuals and groups.

Akiiah Oliver
BA, New College of California,
Graduate studies at Hunter College, City University of New York

Akiiah Oliver has served as artist-in-residence at Beyond Baroque Literary Arts Center in California. She is one of the founders of the Los Angeles based, “The Sacred Naked Nature Girls.” Her first poetry collection, the she said dialogues: flesh memory (Smokeproof Press/Erudite Fangs, 1999) has been honored by the PEN American Center’s Open Book program (2000). She has received writing grants from the Rockefeller Foundation, the California Council of the Arts, and the Flintridge Foundation.

Nadine Ornborg
MA

Nadine is a graduate of Naropa's Transpersonal Counseling Psychology Department and has been professionally involved in working with people in a variety of settings for more than 20 years. She has a long time interest in integrating somatic and transpersonal elements into her psychotherapy work. She teaches at local massage schools, has assisted in creating and staffing human potential training and wilderness quests, and most recently has completed advances training in EMDR.
Brad O'Sullivan
MFA, 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.

Malaika Pettigrew
BA, University of California, at Los Angeles
MA, J.F. Kennedy University, Orinda, CA.
Malaika is a counselor, teacher, mediator and consultant in the field of personal and spiritual growth, community development and multiculturalism. She counsels families, individual adults and children. Malaika facilitates a spiritual support group for women of color and directs the Institute for African American Leadership, which provides academic, cultural and interpersonal support services for African American youth in Boulder County.

Grace Foster Pollard
Grace Foster Pollard MA, LPC, is an ISST Teacher and Consulting member of Sandplay Therapy. She is founding president of the Colorado Sandplay Therapy Association and current CSTA executive council member. A student and meditation instructor of Tibetan Buddhism for more than 20 years, Grace combines her contemplative Buddhist psychology training with a Jungian perspective. She has a private expressive arts practice working with children, families, and adults in Boulder, CO.

Suzanne Pope
PhD
Suzanne Pope is the clinical director of the Colorado Institute for Marriage and the Family, a member of the Brief Therapy Project, and a recent adjunct faculty member at the University of Colorado and Naropa University. She is an AAMFT approved supervisor and began one of the oldest training programs in Colorado for post-masters clinicians interested in specializing in marriage and family therapy.

Reesa Porter
MA LPC, University of Southern Florida
Reesa Porter is a psychotherapist with over 20 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 Ridhwan School for the last ten years.

Nancy Portnoy
MA, The Naropa Institute
Nancy Portnoy has conducted a private psychotherapy practice in Boulder for the past eight years. Ms. Portnoy has received certification from the Lomi School (a body-centered therapy) and from the Gestalt Institute of Denver. She has worked on the Boulder County Hospice massage team with terminally ill patients and their families.

Rajeev Ramanathan
PhD, Molecular Biology, University of Wisconsin, Madison
In addition to his scientific training, Mr. Ramanathan studied both Carnatic and Hindusthani violin performance with J. Ramanathan, T. Veeraraghavan, T.N. Krishnan, and Narayana Iyer In Madras, India. He has performed with vocalists, Veena, kathakalakshepam artists and dance troupes in Kanpur, Madison, Chicago, the San Francisco Bay area, Pittsburgh and Los Angeles. He has been a featured artist and lecturer in Ethnomusicology and Indian Music at the University of Wisconsin, Madison.

Cara Reeser
BA, Sarah Lawrence College,
MFA New York University
Cara Reeser moved to Colorado in 1993 after living in New York City, where she studied and performed Contemporary dance for over 10 years. Since her arrival in Colorado, Cara has performed, choreographed, and taught in Colorado and New York City. In 1994, Cara created "still moving dances," a contemporary dance ensemble, for which she is Artistic Director. Cara is a Certified Pilates Instructor with her own studio in Denver. Cara teaches Pilates Method Master classes throughout the United States.

Max Regan,
MFA 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.

JoHanna Reilly
ND, Dipl. AC, BA University of Colorado,
BS, Kansas Neuman College
JoHanna Reilly is a naturopathic physician and diplomate of acupuncture. She specialized in the study of acupuncture and graduated as a doctor of naturopathic medicine in 1982, from the National College of Naturopathic Medicine, in Portland Oregon. She received her diploma of acupuncture from the National Commission for the Certification of Acupuncturists in 1991. JoHannah practiced for eight years in Montana and has had a practice in Boulder, Colorado since 1990.

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 CPE 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. Riley
MS 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
EdD, 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 national educational programs in population education, women in development and urban sustainability. A student of Thich Nat Hahn, she is editor of Earth Prayers.

JoAnn Robinson
PhD, 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
BA, Colorado University;
MA, University of Northern Colorado;
MA, Naropa University
Diane Rudine is working on a doctorate dissertation through Greenwich University in Hawaii in energy work. She specializes in communication and language, having studied the work of Dr. Milton Erickson for the past seven years. She has studied and practiced Jungian dreamwork for 16 years. Diane has worked for the Boulder Mental Health Center and maintains a private practice.

David Rugenstein
BA, The Naropa Institute
David Rugenstein 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
LPC
BA, MA, Portland State University;
MA, 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.

Amy Russell
BA English, Yale
Amy Russell was a student of the Lecoq School from 1990-1992 and studied with Jacques Lecoq himself in 1997-1998. She has taught Lecoq theatre at the undergraduate level at the University of Tennessee where she completed a masters in performance in May 2000. At the graduate level, she has taught at the Towson State University, Villanova University and in the University of Tennessee’s IATA MFA. Ms. Russell trained at the London Academy of Music and the Dramatic Arts from 1988-89. She received a BA in English from Yale University, graduating cum laude. She has also studied Balinese topeng and mask making.

Valerie Sanford
Valerie Sanford a student and practitioner of the Shambhala and Buddhist traditions since 1973, has taught Shambhala and Bodhidharma in the United States and Canada. She attended Ohio University, Universidad de los Americas in Cholula, Mexico, and The Naropa Institute.

Mitsugi Saotome Sensei, Shihan
Mitsugi Saotome Sensei, Shihan, uchi deshi to O'Sensei, aikido's founder. Mitsugi Saotome is the chief instructor of the Aikido Shobukan Dojo in Washington, D.C. and also serves as the supervisory instructor for more than 70 affiliated dojos of the international association, Aikido Schools of Ueshiba. In addition to regularly scheduled seminars both national and international, Master Saotome has given special seminars, including a U.S. Military Special Forces seminar, special training of the U.S. Security Forces in Washington, D.C. and has spoken before the United Nations General Assembly on the role of Aikido in world peace efforts. He is the author of Aikido and the Harmony of Nature: The Principles of Aikido.

Bill Scheffel
BA, San Francisco State;
MFA, The Naropa Institute
Bill Scheffel teaches writer's craft and Shambhala meditation practicum - in both courses he integrates mindfulness and sense-awareness exercises with the creative process. He teaches creative writing throughout the Boulder/Denver area and has taught Chance Synchronicity & Mind-Writing - a workshop that draws on the creative methods of John Cage, Chogyam Trungpa, Allen Ginsberg and others - throughout the United States. Bill has read his poetry on NPR's "All Things Considered" and has published several chapbooks.

Mary Schlesinger
PhD, University of Iowa
Mary Schlesinger has been offering gestalt therapy in Boulder since 1970, first at the Institute of Colorado Counseling Center and for 16 years in private practice. Her work with individuals and groups is an integration of gestalt, psychodrama, hypnotherapy and interactive imagination. Mary sees teaching as a collaboration where participants together create the fertile ground needed for each person to grow into their own way of being a therapist and their own way of being.

Faculty: Adjunct Faculty
Arielle Schwartz
BA, Oberlin College
MA, Naropa University

Arielle Schwartz is a graduate of the MA Somatic Psychology Department and is a certified Kripalu yoga teacher. She has a part-time therapy practice in Boulder and in Loveland, Colorado. She specializes in EMDR and in the application of psychotherapy for the elderly. She advises graduate students within the somatic psychology program, overseeing their academic journey from interview through to graduation.

Jeffery Amos Scott
MA in US History, University of New Mexico
PhD, in ethnic studies, University of California at Berkeley (currently) Jeffrey Amos Scott is currently writing a dissertation on a 1960s student movement which addressed issues of institutional racism and spiritual redemption for his PhD, in ethnic studies from the University of California at Berkeley. He has taught courses on African-American history, 1960s African American protest movements, and freedom struggles in historical perspective at CU Boulder, The University of Massachusetts Boston, and Oregon State University.

Julie Seko
BA, 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
LPC, REAT
BA, The Naropa Institute,
MA, Lesley College,
PhD, Union Institute

Alexandra Shenpen has been teaching contemplative psychology, meditation, space awareness or "maitri" 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).

Anne Shutan
BA, Colorado College

Anne Shutan has been making a living creating unique pieces of furniture and sculpture for twenty years. Through her work, she has discovered that art has as much to do with finesse and taking chances as with intelligence and craft. Anne started the "No Limits for Women in the Arts" organization in the Rocky Mtn. Region in 1994 leading groups of women to go for their art and lives with complete support.

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 eight years.

Laura Simms

Laura Simms is an internationally renowned storyteller and performance artist. Her stories range from traditional fairytale, 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 Chogyam Trungpa, Rinpoche.

Genèt Simone

Genèt lives at the foot of the Rocky Mountains in Boulder, Colorado, where she is finishing her doctorate in education. Her dissertation is focused on Parker Palmer’s Teacher Formation Project, and how the nurturing of teachers’ spirits impacts their work. When she’s not studying or writing, Genèt is outside romping on trails near her home, enjoying the wind, the trees, the sun, and simply being part of the universe.

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 Skjæi
MS, American University

Susan Skjæi was a trainer and organizational consultant for Hewlett-Packard for seven years. She has been a Shambhala training director since 1978, co-directed the maitri space awareness program in 1984, and is currently providing organizational consulting services for a variety of organizations in the Denver-Metro area.

Holly Smith
MA, 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.
Melanie Smithson  
DTR, LPC  
MA, Naropa University  
Melanie is a licensed professional counselor and registered dance/movement therapist in private practice in Boulder and Denver. She specializes in play behavior with adult and elderly populations, lecturing and facilitating workshops on adult play, self-care and aliveness. She blends her somatic background with EMDR®, TFT® and play behaviors in her work. Melanie is a graduate of the somatic psychology program and now serves the department as practicum coordinator and adjunct faculty.

Analisa Snogren  
MA, Naropa University  
BA, University of Colorado, Boulder  
Analisa has a private psychotherapy practice in Boulder. She has worked with adults and youth, specializing in healing childhood trauma and working with eating disorders as an intimacy issue. She combines gestalt therapy, somatic psychology and eye movement desensitization and reprocessing in the treatment of trauma. Analisa has worked as an interventional specialist and is currently the group facilitator at Boulder County Teen Prevention and Intervention.

Janet Saulyties  
BA, Stephens College  
MA, University of Colorado  
Janet has been both a dance teacher and a meditation teacher for Naropa University. In addition to her current work with meditation for BA Religious Studies and MA contemplative psychotherapy, she directs Shambhala training levels, a secular meditation path, in various locations around the country.

Judith Sperl  
BA, Clark University  
MSW, 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  
MA, Texas Women's University  
MA, The Naropa Institute  
MS, 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.

Julian Stollmeyer  
MA, 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  
BSW, California State University, Long Beach  
MS, University of Southern California  
Victoria has practiced psychotherapy for 25 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 ego-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  
MA, The Naropa Institute  
L.S. Summer is a 1995 graduate of the Sanskrit concentration of the MA 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.

Bruce Swinehart  
BA, Religion, Bowdoin College  
MA, University of Colorado  
Bruce Swinehart as 15 years of experience in youth development and family support programs as a therapist, trainer, program manager, and senior-level administrator. Most recently, as director of the City of Boulder's Division of Children, Youth and Families, he supervised the Boulder County Intervention Program and oversaw the development and implementation of the Family Resource Schools, a unique partnership between families, schools, and community service providers. Bruce is currently self-employed as a consultant in organization development, facilitation, mediation, and strategic planning.

Lisa Sydow  
MA, LPC, 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
BA, Oberlin Conservatory of Music,
MA, Case Western Reserve University,
MA, 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
BA, Swarthmore College,
LMFT, MA, 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 skills of Buddhism with Western psychotherapy.

John Torres
MA, University of Colorado

Harrison Xinshi Tu
BS, BA, MA
Harrison Tu grew up in Shanghai, China. In 1975 he began his formal training in classical Chinese calligraphy with Master Huwenshwi. 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 Twersky
DDiv, Yeshiva M’Kor Chaim in Brooklyn
Rabbi Mordecai Twersky 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 TRI. The rabbinical heritage of the Twerskys is traced back to Biblical times. In addition, the Twersky 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, Judaic studies.

Helena Cooper Unger
BA, Sheffield College of Education, England,
MA, 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 meditation, 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
MSW, Hunter College,
PhD, 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
BS, 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, Rinpoche since 1974.

Marcia Usow
BFA, University of Wisconsin Milwaukee Institute of Art
Marcia Usow did graduate work in printmaking and ceramics at Purdue University. She has taught pottery and sculpture for twenty plus years and regularly exhibits at the Colorado Clay Show and Boulder Potters Guild show. She conducts workshops in native clay based on her work with Florence Naranjo of San Ildefonso Pueblo. Currently she is the director of Karma Dzong, a Buddhist meditation center in Boulder.

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 1970’s 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 at Les Guirimolites 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 Témanté, a multiracial, multigenerational African Drum and Dance Ensemble from 1990 to 1997.

Sue Chambers Wallingford
MA, LPC
BA University of Kentucky
MA The Naropa Institute

Sue has utilized art for healing in the mental health field for over 13 years. Her experience includes work in various psychiatric facilities, a prison, a home for abused children, a residential home for the developmentally disabled, Hospice and with the elderly. Currently Sue is in private practice offering counseling and art therapy consulting services. She continues to be dedicated to her own practice of art making and exhibits her work throughout the Boulder-Denver area.

Clarke Warren
Clarke Warren has studied far-Eastern philosophy, religious studies, and Tibetan language at the University of Colorado at 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 Surnag, an aid program in Eastern Tibet, and is a member of the Nalanda Translation Committee.

Victor Warring
MA Naropa University

Victor Warring holds an MA from Naropa University in Somatic Psychology and a BA in Cultural Anthropology from Franklin and Marshall College. His background also includes extensive work and research in visual art, dance/movement, theater, cultural studies, human sexuality and biology. In addition to teaching at Naropa, Victor currently works as a counselor/interventionist with at risk adolescents in Longmont and teaches movement at the Boulder College of Massage Therapy.

Philip Weber
Phil Weber has trained both in Tibetan and western medicine; Tibetan experience includes ongoing apprenticeships with Dr. Yeshi Donden and Dr. Tsegawa Rinpoche, his western training started with an M.D. from the University of Washington. In addition to teaching at Naropa and the University of Colorado, he is in private practice in Boulder combining Tibetan medicine with western family practice. This provides a practical synthesis of the vital art/spirit of healing with current medical practice.

Larry Welsh
BA, MA, 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 went on to earn a bachelors in oriental medicine and now has a private practice in health and healing, integrating his psychotherapeutic work with traditional oriental medicine. He is presently completing a doctorate in oriental medicine and teaches t’ai-chi ch’uan at his school in Golden, Colorado.

Sue Hammond West
MFA, School of the Art Institute of Chicago

Sue Hammond West has taught at the School of the Art Institute of Chicago and has exhibited at universities and galleries throughout the U.S. Her work covers a broad range of media, including drawing, painting, burning, hair and textiles. Her insights on the interconnection of art and consciousness are drawn from 10 years practice in Buddhism and Hinduism.

David Wheeler
Ethnomusicologist/Kinko-style Shakuhachi Master.
MA 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 and Japanese music 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
BA, Pomona College,
PhD, University of California, Berkeley

Shishin Wick is the dharma successor of Taisei Mezumi 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 PhD. 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
MA 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 Gyotai, and has been teaching Chado since 1983. She studied Ikebana with Chiyoko Yamamoto Sensei, one of the most renowned teachers in the Miso-Nakayama-Bunpo School. She holds teaching certificates for both chado and ikebana.
Karen Wilding
BA, University of Rochester,
MSW, 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
BA in English, CU Boulder
MFA in Writing and Poetics, Naropa University
MS in Technical Communication, CU 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
AB, Harvard University,
LDDD, 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 spiritual-
ity, illusion and reality meet. 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
nine years in the Southwestern United States.

Laurajane Zimmer-Reed
BFA, MA, LPC, Massachusetts College of Art,
MA, 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 incorpo-
rates art therapy into her private practice.

Chris Zorn
BA, Appalachian State University,
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