# 2002/2003 Academic Calendar

## Fall Semester 2002
- New student orientation and registration: August 19-23
- First day for returning students to pay tuition: August 16
- First day of classes: August 26
- First day for all students to verify financial aid: August 26
- First day for all students to pick up cash exchange checks: August 27
- Convocation: September 30
- Labor Day holiday (no classes, offices closed): September 3
- Last day to drop courses without financial or academic penalty: September 4
- Last day to add courses (Exception: Workshops): September 4
- Last day for all students to pay tuition and fees: September 13
- Last day to apply for graduation: September 20

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: October 4
- Community Practice Day (no classes, offices closed): October 15

Required spring pre-registration for returning students: November 11-15
- Last day to pre-register without losing priority status: November 15
- Thanksgiving holiday (no classes, offices closed): November 28-29
- Last day of classes: December 12
- Grades due: December 16

## Spring Semester 2003
- First day for returning students to pay tuition: January 6
- New student orientation and registration: January 5-10
- First day of classes: January 26
- First day for all students to verify financial aid: January 26
- First day for new students to pick up cash exchange checks: January 27
- Martin Luther King Holiday (no classes, offices closed): January 14
- Last day to drop courses without financial or academic penalty: February 22
- Last day to add courses (Exception: Workshops): February 22
- Last day for all students to pay tuition and fees: March 31
- Last day to apply for graduation: February 20
- Last day to withdraw from courses: February 21

Deadline to apply for preferred financial aid for fall: March 14
- Shambhala Day (no classes, offices closed): March 17
- Community Practice Day (no classes, offices closed): March 17
- Spring break: March 24

Fall & summer pre-registration for all returning students: April 14-21
- Last day to pre-register without losing priority status: April 21
- Last day of classes: May 7
- Graduation: May 7
- Grades due: May 1

## Summer Semester 2003
- Summer session: May 27-July 1

All summer grades due: July 28
Naropa University
FORMERLY KNOWN AS THE NAROPA INSTITUTE
A CONTEMPLATIVE COLLEGE AND GRADUATE SCHOOL
OF THE ARTS, HUMANITIES, AND SOCIAL SCIENCES

Degree Course Catalog | 2002-2003

Please direct all correspondence to:

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

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. The university reserves the right to change information or conditions contained in this publication without notice. Please contact the Admissions Office for updated information.

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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
  - Ecopsychology
  - Horticulture
  - Sustainable Built Environment
- InterArts
  - Dance/Movement Studies
  - Dance Therapy
  - Music
  - Theater
  - Interdisciplinary Performance
- 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

B.A. Certificates
- Contemplative Psychology
- Early Childhood Education
- InterArts (Dance, Dance Therapy, Music, Theater)
- Religious Studies
- Visual Arts

Master of Arts
- Contemplative Education
- Engaged Buddhism
- Environmental Leadership
- Indo-Tibetan Buddhism

Indo-Tibetan Buddhism with Language
- Genontology
- Psychology: Contemplative Psychotherapy
- Religious Studies
- Somatic Psychology
- Body Psychotherapy
- Dance/Movement Therapy
- Transpersonal Psychology
- Art Therapy
- Counseling Psychology
- Music Therapy
- Wilderness Therapy

Master of Divinity

Master of Fine Arts
- Writing and Poetics
  - Poetry
  - Prose
  - Translation
- Actor-Created Physical Theater

Master of Liberal Arts
- Creation Spirituality

Graduate Certificates
- Ecopsychology
- Genontology
- Somatic Psychology

Academic Degree Programs
From the President

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
Naropa University Mission

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

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

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

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

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

6. To be nonsectarian and open to all.
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 that 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, and 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 egocentrism. In Buddhist philosophy, egocentric 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, mixing it with one’s experience. In this step, the learning becomes more personal. The last step, meditating, involves a process of letting go of conceptual struggle altogether. Often, this stage gives rise to insight. Precise mindfulness naturally leads to a relaxation into a greater awareness, a cultivation of the ability, the capacity to know, as well as of knowledge itself.

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

6. Non-Sectarian and Open to All
The cultivation of mindfulness and awareness is a natural discipline that 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 (Transpersonal Counseling Psychology, Somatic Psychology, Contemplative Psychotherapy, and Gerontology). A branch campus is located in Oakland, California, where the Master of Liberal Arts degree in Creation Spirituality is located. Approximately 1,110 students from 39 states and 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 fields. 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 whole-heartedly. Enjoy yourself. Don't be afraid to take a risk.
4. Assume responsibility for your state of mind and all of your actions.
5. Speak gently and thoughtfully.
7. Be generous to all without prejudice.
8. Do not waiver in meeting your obligations.
10. Be decent and trustworthy with friends, family, the members of Naropa University community, and society at large.

THE BEGINNING OF THE UNIVERSITY

Born in Tibet in 1940, the university's founder, 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.

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
Undergraduate 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.

SUGGESTED DEADLINE AND DATES
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 the suggested deadline, please call the Admissions Office. All new and transfer students may apply for either the fall or spring semester.

Dates
- February 15 for fall semester admission
- October 15 for spring semester admission

UNDERGRADUATE ADMISSION REQUIREMENTS
- 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

Transfer Students
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.

A phone or in-person interview is recommended for all departments with the exception of Writing and Literature. Additional items are also required in the following programs:

Environmental Studies
Recommended courses: American government/Political Science, Earth or Life Science, and Cultural Anthropology.

InterArts: Dance/Movement Studies & Dance Therapy
Supplemental Application

InterArts: Music
Supplemental Application, 15 minute tape of music or audition

InterArts: Theater
Supplemental Application

Interdisciplinary Studies
Vision Statement

Visual Arts
Supplemental Application and Portfolio of 10-15 slides, photos or actual work (no larger than 11" x 14")

Writing and Literature
Supplemental Application and a 10-15 page manuscript

ESTABLISHING TRANSFER CREDITS
College-level courses completed at regionally 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 maximum 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 may be earned through a combination of the following alternative transfer possibilities:

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. 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. Prior Learning Credit
   Naropa College also grants credit based on the evaluation of prior learning, 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 prior learning 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 (NCCC 101W) before beginning independent work. A personal interview is required. Students entering Naropa with less than 60 credits may contact the Office of Admissions for further information on the prior learning credit process. A maximum of 30 semester credits can be earned through this process, although the average work 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.

Transcript Evaluations
   Once a student is accepted into the College, the Office of Admissions will prepare a transcript evaluation, documenting all transferable credit and how it applies towards our College Core requirements. Upon arrival at the College, new students should meet with their advisors to approve the transcript evaluation. Students have only one semester at Naropa to make any changes to this document. This includes any coursework or AP/IB exams taken before matriculation that may not have been sent to the Office of Admissions. After one semester, no changes may be made.

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. See the Financial Aid section for more information on official withdrawals.

CERTIFICATE PROGRAMS
   Students who have completed at least 60 semester credits are eligible to apply for one of the many certificate programs, which are available in any B.A. department except Environmental Studies, Interdisciplinary Studies, Traditional Eastern Arts, and Writing and Literature. These programs enable 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. Financial aid may be available. Please call the Office of Admissions.

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

From One B.A. Major to Another
   Students who wish to change from one B.A. major to another must fill out a “change of major” request form (available outside the Student Administrative Services Office). The student’s current program advisor and new program advisor must sign this form. Forms must be submitted to the Student Administrative Services Office. This process must be completed at least one full semester before a student’s graduation date or they may not have time to fulfill requirements for graduation.
From a Certificate to a B.A. Program

Students who wish to change from a certificate to a B.A. program must have their admissions application reviewed. Additional materials may be required, and an application fee must be paid. Contact the Admissions Office for more details.

From a B.A. to a Certificate Program

Students who wish to change from a B.A. to a certificate program must fill out a "change of major" request form (available outside the SAS Office). The student’s current and prospective advisor must sign this form. Completed forms must be submitted to the Student Administrative Services Office 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.

International Student Admission

Please see the “International Student Admissions” section in this catalog.

Alternative Ways of Attending Naropa

(coming for a semester, year, as a part-time student, or for an extended studies course)

Please consult the “Other Ways of Attending Naropa” section of this catalog.
Graduate 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 and Dates

- February 1 for summer semester admission (M.F.A. Writing & Poetics, M.A. Contemplative Education, M.A. Transpersonal Psychology, and the graduate certificate in Ecopsychology)
- February 1 for fall semester admission
- November 1 for spring semester admission (M.F.A. Writing & Poetics, M.A. Gerontology & graduate certificate in Ecopsychology only)

The M.L.A. in Creation 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.

ESTABLISHING TRANSFER CREDITS

Naropa University’s graduate programs may accept up to six semester units of transfer credit from other universities. This is not an automatic policy; it is up to the discretion of each department. Decisions will be made on a case-by-case basis. Credits must have been earned within five years of application to Naropa and must carry the grade of “B” or better. No Pass (P), Credit (CR) or Satisfactory (S) work will be accepted. Credits must come from a regionally accredited college (international on a case-by-case basis) and no credit will be awarded for contemplative practice courses.

GRADUATE ADMISSION REQUIREMENTS

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

A completed graduate application consists of:

- a completed application form
- a $50 fee (waived for international students)
- a three-to-five page typed, double-spaced statement of interest
- résumé
- 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

M.A., Contemplative Education

There are no specific course prerequisites, however prior teaching experience is essential. A strong academic background in child or human development is also very desirable.

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 and reference to one’s meditation experience should be included in the statement of interest. A supplemental application and telephone or in-person interview are also required. Also, since much of the program is offered online, there is a technical supplement application that is required.

M.A., Creation Spirituality
Students interested in this degree, which is offered at our branch campus in Oakland, should contact the campus directly at (510) 695-4827, ext. 13, and request an Oakland campus catalog.

M.A., Engaged Buddhism
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 preferred but can be substituted with a telephone interview. An academic writing sample and a one-month darsan are also required.

M.Div., Master of Divinity
There are no specific course prerequisites; however, one of the 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, an academic writing sample, and an in-person interview are also required.

M.A., Environmental Leadership
There are no specific course prerequisites; however, undergraduate coursework in natural/earth sciences, anthropology, and U.S. government are strongly recommended. Students with an insufficient background will be asked to complete readings before entering the program. A supplemental application and in-person interview are required.

M.A., 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.

M.A., Indo-Tibetan Buddhism, Indo-Tibetan Buddhism with Language and Religious 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 preferred but can be substituted with a telephone interview. An academic writing sample is also required.

M.A., 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 but a supplemental application is required. Selected applicants will be required to come to Naropa to participate in both a small group and individual interview.

M.A., Somatic Psychology
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.

Selected applicants will be asked to come to the university to participate in a day-long group movement interview. Group interviews are normally held in March, April, and May. Applicants’ admissions files must be complete before the interview.

Both concentrations in the Somatic program have the following admission requirements:

Three semester credit hours (or 45 class contact hours) of coursework with the grade of “C” from an accredited college must be completed in each of the following:

- Introduction to Psychology
- Abnormal Psychology
- Anatomy
- Kinesiology

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 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 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.
5. 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.

Body Psychotherapy
1. 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 Rolfsing, Aston-patterning, body/mind centering, Lomi, Hakomi, Alexander, Feldenkrais,
and some massage certifications. Other forms will be evaluated by the department faculty.

M.A., Transpersonal Psychology
This M.A. degree is offered as a low-residency program with the majority of the work being conducted online throughout the academic year. Applicants must meet the basic requirements for admissions to Naropa University as well as demonstrate excellent writing skills, capacity for self-direction and capacity to join into and contribute to an interactive learning community that functions most of the time at a distance. Other requirements include:

1. Supplemental Application.
2. Technology Supplemental Application.

M.A., Transpersonal Counseling Psychology
The M.A. in Transpersonal Counseling Psychology offers four different concentrations: counseling, art therapy, music therapy, and wilderness therapy. Basic prerequisites to all of the concentrations are as follows:

1. Coursework in developmental psychology, abnormal psychology, and theories of personality.
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.

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 that 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 all TCP programs 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.

Wilderness Therapy Concentration
Applicants must meet the criteria for all TCP programs and meet the following additional requirements:

1. Supplemental Application.

M.F.A., Actor-Created Physical Theater
1. Applicants must have strong experience in not only artistic performance or creation, but also a physical discipline, ranging anywhere from sports to dance.
2. Prior artistic ensemble experience is highly encouraged.
3. Life experience is also a key factor in the admissions process.
4. Applicants must demonstrate high levels of commitment, maturity, and dedication.
5. At the discretion of the application review personnel, applicants may be asked for an on-campus or phone interview.
6. Headshot

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

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

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. See the "Financial Aid" section for more information on official withdrawals.

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 up to one year. Acceptance, however, is not guaranteed and academic departments may require a student to come for another in-person interview.

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 Admissions

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 those procedures previously outlined for domestic undergraduate and graduate students: (waived application fee), statement of interest, transcripts, recommendation letters, résumé (for graduate students), and any departmental supplemental materials 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 request that scores be sent directly to Naropa University (school code: 3342).

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.

Independent evaluators generally cost $50–$100. Please contact the Office of Admissions for more information.

STUDENT VISAS

The Admissions Office will issue an I-20 form (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 2002/03 they must show proof of $27,500. For 2003/2004, they must show proof of $28,500.
3. The Admissions Office receives the following information about the applicant and any dependents (spouse or children) that may be accompanying the applicant: first and last name, birth date, country of birth, and country of citizenship.
4. The student has paid the $250.00 confirmation deposit. The deposit can be paid in two ways:
   - In U.S. money drawn on a U.S., Canadian, or United Kingdom bank
   - The equivalent of $250 U.S. in the student's currency drawn on an international bank.

After students receive the I-20 form, they may use it to apply for an F-1 student visa at the U.S. consulate or embassy in their home country. The F-1 student visa is valid for the duration of each student's program. To maintain F-1 status, students must attend courses full-time and remain in good academic standing. Full-time is defined as nine credits per fall and spring semester for graduate-level students, and 12 credits per semester for undergraduate-level students.

Naropa has a part-time international student advisor whose job it is to assist international students to understand their obligations under their visa status, and to help them use the resources available to them to pursue their educational and career goals.

EMPLOYMENT

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

HEALTH INSURANCE

All international students are required to carry health insurance. During their stay in the United States, students must either enroll for group coverage through Naropa, or provide proof of other medical coverage.
Other 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. (It should be noted that with the exception of the Summer Writing Program, graduate courses open to Visiting Students are limited.)

2. Part-Time Visiting Student
   The part-time visiting student program allows students to take Naropa classes for credit on a part-time (0-11 credits), non-matriculated status. Students may 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. Extended Studies
   Each semester, Naropa’s School of Extended Studies 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) 245-4800 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, 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 a minimum of technological needs. Students interact with other students and the instructor through message boards, a journal feature, chat rooms, a document sharing page, and more. Students use password protected web pages to access printed lectures, 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 students 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 or (800) 603-3117.
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, and VISA or MasterCard charge cards. Credit card payments are subject to a 2 percent processing fee. 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 tuition cashier. If assistance is needed in calculating the student tuition payment, please contact the tuition cashier. Make sure the envelope is clearly marked “Attn.: Tuition Cashier.” All payments received by mail must be postmarked by the tuition due date and are subject to all late fees.

A billing statement will be sent to all students within two days after the end of the drop/add period. Payment is due 10 days after the end of the drop/add period as shown on the academic calendar. The due date applies whether or not the billing statement is received in the mail and even if the amount indicated on the bill 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 tuition cashier.

Questions concerning tuition payment or other financial policies should be directed to the tuition cashier.

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.

Monthly payments received after the due date will be subject to applicable late fees. For more information, contact the tuition cashier.

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 tuition cashier 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 tuition cashier 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 tuition cashier for more information.

For students who are registered for an out-of-residence (OOR) class, the cost of the tuition for the class will be billed to a third party payer. However, the university cannot bill the cost of the instructor’s fee to a third party payer. Students will be responsible for making payments directly 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 tuition cashier 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 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. Payments should be made on any returned check as soon as the student becomes aware of the situation.

If students have any questions about their checks or their accounts in general, they should contact the tuition cashier.
NOTIFICATION OF RIGHT TO INCREASE TUITION

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

TABLE OF TUITION AND FEES

Tuition Per Credit Hour

Graduate Tuition $516
Undergraduate Tuition $510
Audit $25
Portfolio Credit $150
Out of Residence (OOR) $255

Deposits

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

Mandatory Fees

Registration Fee $250
Summer Registration Fee $120
RTD Bus Pass Fee fall / spring $30
Summer if registered or requested $15
(subject to change by RTD)

Late Fees

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

Processing Fees

Monthly Payment Plan Setup Fee $50/semester
Returned Check Fee $20
Change in Course Status $30
Duplication Student File, per page $1
Maximum Student File Duplication Fee $30
Financial Exception Processing Fee $30
(if deemed applicable by the Policy Committee)

Transcript Fees

Unofficial Transcripts $1
Official Transcripts $5
Charge to Fax Transcripts $3
(in addition to transcript fee)
24 hour Service $10
(in addition to transcript fee)
Overnight Express Delivery Actual cost charged by FedEx Replacement Diploma $30

FAILURE TO PAY TUITION

If a student fails to pay her/his 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 a student fails to drop or withdraw, according to the policies and procedures printed in this catalog from courses or workshops for which s/he has registered or pre-registered, s/he will receive the grade of “F” and is liable for full tuition and fees for those courses, regardless of whether s/he attended the courses. If a hold is placed on a student’s account, the following will happen:

1. Official transcripts and diploma will not be issued.
2. The student may not enroll in any class until all previous balances are paid with good funds. Payment with a credit card, cashier’s check, or cash is advised, if paying by check, the hold will not be removed until the check clears which may take up to two weeks to confirm.
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 s/he is 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 finance office 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 Office of Student Administrative Services 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 balance occurs on a student’s account, a check will be cut and will be available in the Office of Student Administrative Services the following Thursday.

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>
</tr>
</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>
<td></td>
<td></td>
<td>100% fees</td>
</tr>
<tr>
<td>Spring: 1/14 - 1/23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 8</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition - $50</td>
</tr>
<tr>
<td>Fall: 9/6</td>
<td></td>
<td></td>
<td>late fee</td>
</tr>
<tr>
<td>Spring: 1/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days 9-15</td>
<td>Withdraw</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>50% 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 business day before 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 business day before the workshop</td>
<td>No form</td>
<td>Course title &amp; letter grade, including &quot;F&quot; for no show</td>
<td>0% fees</td>
</tr>
</tbody>
</table>

Actual dates for each course are published in the schedule of classes. Please direct questions to the Office of Student Administrative Services.
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 by the appropriate deadline (March 1st for FAFSA, April 1st for International Student Application). 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 Undergraduate Students
Naropa Scholarships For Entering Students

Awarded to a limited number of entering, full-time students in all programs. The award amount ranges from $500–$3000 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.

Colin Wolcott Music Scholarship

Awarded to two outstanding undergraduate music students each year by Naropa’s Music Department. The award amount is $1000 per student and is non-renewable. No application is necessary to be considered for this scholarship.

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.

Gerald Red Elk Scholarship

Awarded to one Native American student at a time. 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. 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 tribe. Applicant must also submit proof of tribal membership. Materials should be submitted to the director of financial aid.

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 Summer Writing Program Office to receive an application. Zora Neale Hurston Scholarship students need not be seeking a degree to apply for this scholarship.

Gill Scholar

Awarded to one incoming gay, lesbian, bisexual, or trans-identified (GLBT) freshman each year. The amount awarded is $4000 per student and is renewable. A student submits a résumé; one letter of recommendation from a person who can describe the student’s leadership and involvement in the GLBT community; and a one-to-three page essay describing the student’s current and past involvement in GLBT issues and how the student plans to continue involvement as an GLBT activist while at 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” GLBT 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 GLBT student organization, as well as the Diversity Task Force.
Roof Memorial Scholarship
Awarded to one or more students exhibiting financial need. Amount awarded is $2500. 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. The application consists of a one-page essay detailing why the student deserves this scholarship and should outline a plan of how it will be paid 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 fundraiser. 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 résumé, cover letter, and letter of recommendation from faculty, staff, advisor, SUN member, or supervisor. (2) Have a G.P.A. of 3.0 or higher from study at Naropa. It is not necessary to submit a transcript. (3) Submit a two-page essay that describes (a) outstanding leadership and service activities in the community at large or in the Naropa community (examples include, but are not limited to, work experience, volunteer work, SUN work, fieldwork, internship) and (b) evidence of one's dedication to course of study and/or a vision for the future application of the Naropa education. Application materials must be submitted to the Financial Aid Office no later than April 1 for the following academic year.

W.E.B. DuBois Scholarship
Awarded to one incoming or returning, graduate or undergraduate, student of color per year. This scholarship is available only to U.S. citizens and permanent residents. The award amount is approximately $1250 per year and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation (incoming students may use their letter of recommendation included in the admission application) and a one to two page essay describing the student's current and past involvement with communities of color, and how the student plans to continue involvement with communities of color. Applications may be submitted to the director of financial aid, and will be reviewed by a committee which will consist of the special assistant to the president on diversity affairs, the assistant dean of students/diversity affairs student advocate, and a member of the diversity task force. Students applying for this scholarship must have at least a 3.0 cumulative GPA (for undergraduate students) or a 3.5 (for graduate students). Incoming student's admission applications and departmental recommendations will be considered. Finalists will be interviewed by the scholarship committee. Interviews may be conducted either in person or via phone.

Lucien Wulsin Scholarship in the Performing Arts
Awarded to one incoming or returning M.F.A. in Theatre or undergraduate student in InterArts. The scholarship is available only to U.S. citizens or permanent residents. The amount of the award is $1000 and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation (incoming students may use their letter of recommendation included in the admission application) and a 1-2 page essay describing the student's current and past involvement in the performing arts, and how the student plans to continue that work. Applications may be submitted to the director of financial aid and will be reviewed by a committee, which will consist of a representative from the arts faculty and the director of financial aid. Students applying for this scholarship must have at least a 3.0 cumulative GPA (for undergraduate students) or a 3.5 (for graduate students). Incoming student's admission application and departmental recommendations will be considered.

For Graduate Students
Naropa Scholarships For Entering Students
Awarded to a limited number of entering, full-time students from all programs. The award amount ranges from $500-$3000 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.

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 M.A. Religious Studies, Engaged Buddhism, or Master of Divinity student per year. The award amount is $5000 per student and is renewable. The scholarship is based on motivation to serve others and academic performance. Selection of the recipient will be based on an assessment of the admissions application. No separate scholarship application is required.

The Hiro Yamagata Scholarship
Awarded to one entering M.F.A. Writing and Poetics student of minority ethnic background per year. The award amount is $2,500-$3,000 per student. The scholarship is based on 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 admissions 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 M.F.A. Writing and Poetics student per year. The award amount is $2000, which will be applied toward the student's second Summer Writing Program tuition. Applications should be submitted to the Summer Writing Program Office and should consist of a 750- to 1000-word essay (five- to seven pages) discussing Burroughs' influence on the arts in general or on particular genres. The application deadline is April 15. The "supplemental scholarship application" is not required.

The Jack Kerouac Scholarship
Awarded to one second-year M.F.A. Writing and Poetics prose student per year. The award amount covers tuition for the student's second Summer Writing Program. Applications should be submitted to the Summer Writing Program Office. The application should consist of a one-to-three page personal letter describing contributions and activities within the Writing and Poetics Department, the university, and the larger artistic community as well as recent professional accomplishments including publications, current literary and cultural projects and involvements. Please also submit a five-to-ten page sample of prose. The application deadline is April 15. The "supplemental scholarship application" is not required.

The Ted Berrigan Scholarship
Awarded to one second-year M.F.A. Writing and Poetics poetry student per year. The award amount covers tuition for the student's second Summer Writing Program. Applications should be submitted to the Summer Writing Program Office. The application should consist of a one-to-three page personal letter describing activities 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 five-to-ten page sample of poetry. The 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 February 1. The award amount is approximately $1000. 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 multicultural 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 VB Scholarship
Awarded to a continuing M.A. student in Dance/Movement Therapy or Body Psychotherapy. Award amounts are subject to receipt of donation by donor and are awarded for the 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 résumé and a letter of recommendation from a faculty member, advisor, SUN member or staff. (3) G.P.A. from study at Naropa must be 3.5 or higher. (4) Applicants must submit a letter of application (five pages maximum) that 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, SUN 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 applications is April 1. Please note that a FAFSA must have been submitted by the March 1st deadline for U.S. students. Recipients are announced in early May. Money will be disbursed in the subsequent academic year.

Naropa Writing Fellow Program
Awarded each fall to a limited number of first-year graduate students who demonstrate advanced writing ability and commitment to writing education. Previous experience is desirable but not essential. Graduate students from all Naropa departments are invited to apply. Staffing begins in the spring with other opportunities available in subsequent semesters. The positions pay $10/hour for 3–5 hours/week. Applications are due July 15. The Naropa Writing Center should be contacted for more information and application materials.

W.E.B. DuBois Scholarship
Awarded to one incoming or returning, graduate or undergraduate student of color per year. This scholarship is available only to U.S. citizens and permanent residents. The award amount is approximately $1250/year and is not renewable, although students may reapply for subsequent years.
A student submits a letter of recommendation (incoming students may use their letter of recommendation included in the admission application) and a 1–2 page essay describing the student's current and past involvement with communities of color, and how the student plans to continue involvement with communities of color. Applications may be submitted to the director of financial aid, and will be reviewed by a committee which will consist of the special assistant to the president on diversity affairs, the assistant dean of students/diversity affairs student advocate, and a member of the diversity task force. Students applying for this scholarship must have at least a 3.0 cumulative GPA (for undergraduate students) or a 3.5 (for graduate students). Incoming students' admission applications and departmental recommendations will be considered. Finalists will be interviewed by the scholarship committee. Interviews may be conducted either in person or via phone.

Lucien Wulsin Scholarship in the Performing Arts

Awarded to one incoming or returning M.F.A. in Theatre or undergraduate student in InterArts. The scholarship is available only to U.S. citizens or permanent residents. The amount of the award is $1000 and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation (incoming students may use their letter of recommendation included in the admission application) and a 1–2 page essay describing the student's current and past involvement in the performing arts, and how the student plans to continue that work. Applications may be submitted to the director of financial aid and will be reviewed by a committee, which will consist of a representative from the arts faculty and the director of financial aid. Students applying for this scholarship must have at least a 3.0 cumulative GPA (for undergraduate students) or a 3.5 (for graduate students). Incoming students' admission application and departmental recommendations will be considered.

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 ACDFA. 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 B.A. student from I.A.I.A. This student is chosen by I.A.I.A. faculty in conjunction with the Naropa faculty. S/he receives full tuition for the Summer Writing Program for 6 B.A. credit hours as well as housing costs from mid-June to mid-July. For more information please contact the Summer Writing Program 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 masters in contemplative education, the conference takes place in June at Shambhala Mountain Center. The scholarship does not cover room and board, travel, or any other conference-related costs. Applicants must submit a one- to two-paragraph description of their interest in the area of contemplative or spiritual education. 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."

OUTSIDE 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 hometowns.


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. Community Service Federal work-study positions may also be available at non-profit organizations outside the university. These positions pay minimum wage. Position announcements are posted on the job board outside the Human Resources 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 and may not work off campus. 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 Level</th>
<th>Loan Limit</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 as 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 Level</th>
<th>Loan Limit</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 financially needy, full-time, degree-seeking undergraduate students. The award amount ranges from $1000 to $6500. 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 $4000 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, 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 descriptions). Prospective students from other countries should also explore possibilities of funding from their governments and from private foundations. To be considered for the above sources of financial aid, applicants must complete the “Financial Aid Application for International Students,” which is available from the Admissions or 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 $5,000 of financial aid per year. At least half of this aid will be in the form of student employment. New students are encouraged to complete the financial aid application by March 31 for the next academic year; however, late applications will be accepted. Current international students must submit the financial aid application by the March 31 deadline in order to be considered for all types of aid available to international students. For further information on private sources of scholarships for international students the following websites are recommended: http://www.iefas.org; http://www.edupass.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 following section. The academic calendar for financial aid purposes begins in the summer.

U.S. Citizens and Resident Aliens

(International students, please see the “international” section)

Application Forms

1. FAFSA

The first step in applying for financial aid is to complete the Free Application for Federal Student Aid for the appropriate academic year. Send it directly to the federal processor in the envelope provided with the instructions or complete the FAFSA on the web. The FAFSA form is available after January 1 for the subsequent academic year. Naropa’s Title IV code is 014652. Questions will be asked regarding income information from the prior calendar year. For example, in January 2003, the 2003/2004 FAFSA will be available. This form must be completed to apply for aid for summer 2003, fall 2003, and spring 2004. The 2003/2004 FAFSA income questions relate to earnings during the 2002 calendar year. If students are required to file tax returns for that year, they must use the data from their tax returns 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 admission application must be complete in order to receive a financial aid eligibility letter. Students are strongly encouraged to file the FAFSA on the web at http://www.fafsa.ed.gov.

Please Note:

For continuing students the FAFSA must be received by the federal processor by March 1 in order to be considered on time for the first step. In order to do this, tax returns must be completed before March 1. If this is not possible, complete and mail the FAFSA by March 1 using estimated income (estimating does not mean guessing). Please be aware that if the student chooses to file using estimated income, a copy of the completed tax form must be submitted 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 misreported and/or altered for the purpose of increasing financial aid eligibility, or fraudulently obtaining federal funds.

2. SAR

A few weeks after mailing or electronically submitting 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 filed the FAFSA based on estimated tax returns, a copy of her/his 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 she is 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 s/he agrees 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, s/he 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. New students and students who are changing lenders must also fill out and sign 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 s/he is no longer required to fill out and sign 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 processor no later than this date to be considered for campus-based aid (Naropa grants and scholarships, 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, they should 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 verification worksheet, tax returns, and 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 through a new 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 four 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 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 who are 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, South India, and Prague) 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 ANOTHER COLLEGE FOR A SEMESTER

Undergraduate students who plan to attend another university for a semester and plan to use those credits toward their degree at Naropa, may still qualify for Federal aid through Naropa University. The school the student is visiting must be eligible to participate in Federal aid programs. Interested students should contact their advisors and the Naropa College for more information.

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 3/4-time course load must complete at least a 3/4-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 "F", "NR", "W" or "F" are considered completed courses. For graduate students, a course grade must be at least a B- 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 the 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:

| Freshman  | 160 credits |
| Sophomore | 120 credits |
| Junior    | 85 credits  |
| Graduate Student | 125 percent of credits required to graduate |

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 probation, however (remember, probation status, in itself, does not affect aid eligibility). The student may also regain aid eligibility by clearing up one or both of the two probationary semesters.

Appeal Process

To appeal a suspension of financial aid eligibility, a student must submit a written request to the Financial Aid Office.
WITHDRAWALS AND RETURN OF TITLE IV FUNDS
If financial aid is received (other than college work-study) and the student terminates enrollment on or before 60% of the semester has elapsed, federal financial aid (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" or the "leave of absence request" form to their academic advisor (first step of process). Forms are located in the Student Administrative Services 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 $4000x15% = $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 ($3600x80%), so tuition would be reduced to $720 ($3600x20%). 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 $1200 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) 546-9534. Fax (303) 442-0792. Email financialaid@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 ensure 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 (Dean of Students) or to the appropriate academic department head. The student is responsible for providing evidence of a condition that requires academic adjustments or auxiliary aids for impaired sensory, manual, or speaking skills.

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

Naropa’s policies and procedures providing academic adjustments and auxiliary aids to students with disabilities 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 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 25 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 the 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 30th 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 located in Boulder's University Hill District.
Residence Hall

Sangha House, Naropa University's residence hall, is about a ten-minute bike ride from the Arapahoe campus. The hall houses 26 students and two resident advisors. The intentions of Sangha House are to provide a supportive, living-learning community for students making their first transition away from home and to college. Thus, priority is given to first-year Naropa College students. The house includes a computer lab with internet service, meditation room, kitchen, living room, and an art room. Each student room is single occupancy and furnished.

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 and 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 at www.naropa.edu/housingresources.html. 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.

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 custom make their means of travel to their situation. The transportation modes are presented below to help students in their planning.

Living Near 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 - Sharing rides or parking permits is an excellent way to reduce expenses, parking concerns, and air pollution. www.carshare.org.

FuelSaver - Platinum Gas Saver reduces a car's fuel consumption, increases the life of the engine, and produces less pollution. Contact the Transportation Office or see www.nationalfuelsaver.com for more information.

Car rentals - Front Range Auto Rental (303) 415-0380 or Affordable Rent-a-car (303) 329-0555 are 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. to 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 Kosen
Call (303) 245-4747 from 9 a.m. to 5 p.m., Monday through Friday.
E-mail - yuri@naropa.edu
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 programs and 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 Practice Coordinator can refer students to meditation instructors, serve as a resource for consulting instructors of other contemplative disciplines, and help students network with other world wisdom traditions on campus and in the Boulder area. New students are usually referred to meditation instructors during orientation. Students may schedule a time to meet with the Practice Coordinator throughout 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, tai-chi ch’uan, Ikebana (Japanese flower arranging), and 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 résumés, 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 Hallyy sacks to check out and enjoy on our campus. Bicycles are available through the Transportation Office. Outdoor Magazine rated Boulder as one of the top 10 desirable cities to live in for exercise and sports opportunities. According to our city's bicycle coordinator, there are more bikes here than cars! Boulder also has three 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:

- Andrew Cohen Study Group
- Anime Club
- Astrology Club
- BI Issues Group
- Black Buddha Media Group
- Bombay Gin (student literary magazine)
- Book Discussion Group
- Bowling Club
- Capoeira Club
- Compassionate Food Choices Group
- Croquet Club
- Dharma for Drunkards (poetry)
- El Centro de la Gente Committee (multicultural center)
- Founders' Group
- Garuda Theatre
- Gay Lesbian Bisexual Transgendered Queer Group
- Greenworks (environmental and activist group)
- International Students' Group
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 on student information, work-study opportunities, alternative learning opportunities, community volunteer opportunities, diversity awareness, student clubs, and a 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 on Thursdays during the fall and spring semesters, and once during the summer session.

International Student Advising

International students represent approximately five 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 CENTERS

The Information Technology department operates two computer labs (one on the Arapahoe campus, the other on the Paramita campus). There are currently a total of fifty-six Windows 2000 PCs, five Macs, and three laser printers. By the fall of 2002 we will be adding seventeen more PCs, a color printer, and expanded graphics and multimedia capabilities. All of the lab computers are set up for Internet access and word processing. Both labs are staffed with lab assistants who are available to help students use the computers and software.

LIBRARY

The Allen Ginsberg Library’s holdings include about 26,000 books. This is a small, specialized collection, focused around the needs of students pursuing a contemplative education in the fields of study offered at Naropa University. Holdings are especially strong in Religious Studies, Writing and Poetics, and Psychology, as well as horticulture and Environmental Studies, and include many difficult to find and rare works. These include Sanskrit language texts, and a collection of original Tibetan texts in the traditional pema format.

The library has audio and videotapes and CDs, and an excellent small holding of LP records. The Special Collections section of the library, besides its collection of rare and signed books, has more than 6,000 audiocassette recordings of educational and cultural events at Naropa from its 28-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 the online Public Access Catalog, WebCat, Inter-Library Loan, and web and CD-ROM databases. The library also hosts Artamisia Gallery, an art gallery that displays the work of artists from the Naropa community.

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 Shunryu 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 M.A.
Contemplative Psychotherapy, B.A., 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 7:00 p.m. Monday through Thursday, and 8 a.m. to 4 p.m. on Friday. The café at the Paramita campus is open from 8:30 a.m. to 3:00 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, soda, and personal care items are also available. The bookstores are located on both campuses. The hours for the store on the Arapahoe campus are Mon-Thurs from 10 a.m. to 5 p.m. and Fridays from 10 a.m. to 4 p.m. The store at the Paramita campus is open Mon-Thurs 10 a.m. to 4:30 p.m. and on Fridays from 10:30 a.m. to 2 p.m. The stores are sometimes open on weekends 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, The Naropa Weekly, and the School of Extended Studies catalog when applicable.

Naropa University Student Handbook
The Naropa University Student Handbook, printed in the form of a day-timer, includes university policies and services. The Student Handbook 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. El Centro de la Gente has been established with the mission of providing a safe space for diverse populations here and providing educational resources and events for Naropa and Boulder. 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, staff and students 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 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 Student Handbook.

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 all policies and regulations as outlined in this catalog and for knowing and satisfying all registration and degree requirements. Guidance should be obtained from an advisor but final responsibility remains with the student.

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 M.F.A. 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 B.A. 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 for a student 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 degree-seeking and non-degree-seeking students. Students must drop or add a workshop by 3 p.m. on the Friday the workshop starts. 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 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.

How to Register

For Courses
Registration for new students is conducted during orientation week each semester. The Admissions Office mails the schedule for orientation week to students, 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 bring their forms to the computer lab to be entered during their designated time. Registration forms without an advisor’s signature will not be accepted.

The priority for registration for new students during orientation week is based on total transferred credit hours. New students registering later than their designated time 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 registration process for returning students is the same, but returning students will meet with their advisors and register in the computer lab during pre-registration which occurs the semester prior to the semester for which the student is registering.

Students will soon be able to register on the web. Detailed information will be distributed to students as soon as it is available.

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 for most courses ends at 3 p.m. on the seventh day of classes for the fall and spring semesters. Some courses with irregular start and end dates may have different deadlines. These deadlines are printed in the course schedule. The summer drop/add period is significantly different for each course and is printed in the summer schedule of classes. There are no academic or financial penalties for adding or dropping courses during this period. Changes made after this period carry both academic and financial penalties.

The Withdrawal Period for Courses
The withdrawal period is when students may withdraw from (but not add) courses. The withdrawal period begins on the ninth day of classes and ends with the sixth week of classes for the fall and spring semesters. Some courses with irregular start or end dates may have different deadlines. Information is available from academic advisors or the Office of Student Administrative Services. The summer withdrawal period is significantly different for each course and is printed in the summer schedule of classes. If students withdraw from a course during this period, the grade of “W” for “withdrawal” appears next to the course title on transcripts. Partial refunds may apply.

Beginning with the seventh week of classes for the fall and spring semesters, no further changes in schedule are allowed, except in the case of a documented medical or family emergency. If a student fails to attend or stops 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>Form to Use</th>
<th>What Appears on Transcript</th>
<th>What Appears Refund %</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 7 Days</td>
<td>Drop/Add</td>
<td>Nothing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 8</td>
<td>Drop/Add</td>
<td>Nothing</td>
</tr>
<tr>
<td>Days 9-15</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 7-15</td>
<td>No Changes</td>
<td>Course title, letter grade “F” &amp; fees</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Workshops

Registration, Drop/Add period
The deadline to register for, drop, or add workshops is 3 p.m. on the business day before the class begins.

For example, if a workshop begins on a Saturday morning, the class must be dropped or added by no later than 3 p.m. on Friday. Workshops that begin Friday night must also be dropped or added by 3 p.m. on Friday. Drop/Add forms for workshops should be signed by the student’s advisor and be delivered to the Office of Student Administrative Services during business hours, by the deadline.

Full payment is required at the time of registration.

How to Drop a Workshop - Fall, Spring, and Summer

When

<table>
<thead>
<tr>
<th>Form to Use</th>
<th>What Appears on Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until 3 p.m. Drop/Add on the business day before workshop</td>
<td>Nothing</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>After 3 p.m. No further changes on the business day before allowed workshop</td>
<td>Course title &amp; letter grade “F” including for no show</td>
</tr>
<tr>
<td></td>
<td>“F” including for no show</td>
</tr>
</tbody>
</table>

38 Academic Information
The Withdrawal Period for Workshops
Withdrawals from workshops are not permitted by the university except in the case of a documented medical or family emergency. If the student stops attending a workshop, a grade of "F" will appear on the student's transcript 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 (OOR) courses toward a degree. For music majors and minors there is no set maximum on private music lessons.

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 student must submit the approved supplemental independent study application 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 the student is 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 inter-session 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 the student is 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 the student is 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, the student must first make sure the course is available to audit. The Office of Student Administrative Services will have a list of courses available to audit during drop/add week. Please note that workshops are never available for audit. Audit forms are available to students during drop/add week at the Office of Student Administrative Services 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 Office of Student Administrative Services will notify the student if she was not registered to audit the courses requested. If a course is full, or not available to audit, the student 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 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. The instructor must be approved by the chair of the InterArts/Music Department before a student can register for a private music lesson. The student's registration form must also be signed by the chair of the InterArts/Music Department, and the form must be accompanied by an "application for private music lessons."

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 the student is registered for the course.

For private music lessons the ratio of contact hours per credit hour is 5:1. Examples are available on the "application for private music lessons."

Academic Information 39
Non-credit Courses
Each semester, the university’s School of Extended Studies 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 do not appear on students’ transcripts, nor do they count toward degrees or professional licensure or certification. The Office of Extended Studies should be contacted directly for more information.

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 tuition and fees for these 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 sign registration forms and any supplemental registration applications that may be required (such as those for Independent Study and Out-of-Residence courses). Students then bring completed forms to the computer lab to be entered during their designated time. Registration forms without an advisor’s signature will not be accepted.

Students will soon be able to register on the web. Detailed information will be distributed to students and advisors as soon as it is available.

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. 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 cannot 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 Office of Student Administrative Services 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, the wait-listed student must stop attending the class. Instructors reserve the right to admit wait-listed 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 she gets into the class, financial aid will be delayed and the student is at risk of losing aid if she does 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 tuition cashier. Such obligations include, but are not limited to: tuition and fees, library fines, and loan payments.

Changing a Course Status
From Credit to Audit
Students may not change a course status from credit to audit unless there are plenty of seats still available.

From a Letter Grade to Pass/Fail
Students may only change from letter grade to Pass/Fail 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 non-credit course from non-degree to degree-seeking status in order to have these credits apply toward her/his degree, the student may do so with the permission of her/his advisor, who must indicate in writing to the registrar which requirement the course will fulfill. Students must pay a $50 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 her/his master's paper, thesis, or manuscript by the time s/he has 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 for the grade to be submitted to the registrar by the grade due date of the semester for which s/he 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. During this time, students are not eligible to receive financial aid or to be on leave of absence.

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.

- **VF = Incomplete/Failure.**
  For unusual, extenuating circumstances when only a small portion of the work remains to be completed.

Students are not eligible to receive the grade of VF at the end of the fall semester. They are eligible to receive the grade of VF 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 VF 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 academic performance, as well as a useful tool for communicating educational accomplishments to others through transcripts. 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 "C" is the minimum for required courses in the student's major field of study. A grade of "D-" is minimally adequate for all other courses. An undergraduate student does not receive credit for a course in which s/he 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>
</tbody>
</table>

For graduate students, a grade of "B-" is minimally adequate. A graduate student does not receive credit for a course in which s/he 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 extenuating, 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 her/his 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 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.

Please note that students receiving Veteran's Educational Benefits must receive letter grades for all classes that are part of their degree program. If a class is only offered for pass/fail, it is the student's responsibility to make arrangements with the instructor at the beginning of the semester to receive a letter grade.

**Other Grades**

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

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

**Academic Standing, Probation, and 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), and (4) the dean of students. If the student is 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 I/F. A review committee is then formed to evaluate their situation. The committee consists of the student, her/his academic advisor, the vice-president for academic affairs, the dean of students, and the director of financial aid (if the student receives 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 earlier students seek support, the more likely they are to avert problems.

Contesting a Grade

If a student believes that a grade has been assigned incorrectly or unfairly, the student 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 Office of Student Administrative Services. 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 the exception of removing the grade of “incomplete.” If the student and the instructor are unable to resolve the issue, the student 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

Undergraduate students must meet the minimum requirements to receive the Bachelor of Arts degree from Naropa College. Please see the B.A. requirements as listed in the Naropa College section of this catalog.

Classification of Students

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

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

GRADUATE STUDY

Naropa offers the following graduate degrees:

- Master of Arts
- Master of Divinity
- Master of Fine Arts
- Master of Liberal Arts

The minimum academic requirements a graduate student must complete to receive a graduate degree at Naropa University are as follows:

1. The student must maintain a cumulative grade point average of at least 2.7.
2. Only courses numbered between 500 and 899 may be counted toward degree requirements.
3. All requirements of the department must be completed as outlined in this catalog.
4. All work must be completed within the maximum time frame for degree completion as outlined in this catalog.

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/vipashyana meditation practice, the primary meditation technique common to most Buddhist traditions. Shambhala training presents meditation within a secular context. The other contemplative arts involve awareness training that emphasizes synchronization of mind and body. Courses 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.

Maximum Time Frame for Degree Completion

Students must complete all requirements for their degree program and graduate within the following time frames:
**Undergraduates**

Students who transferred in 0–29 credits 6 years  
Students who transferred in 30–59 credits 5 years  
Students who transferred in 60 credits 4 years  
Certificate programs 3 years

**Graduate Students**

Programs requiring more than 60 credits 6 years  
Programs requiring 45–60 credits 5 years  
Programs requiring 30–45 credits 3 years  
Certificate programs 3 years

**Graduation**

Students must apply to graduate during the last semester in which all coursework (excluding master's paper/thesis) will be completed. Graduation applications may be obtained from the student's academic advisor during the first few weeks of each semester. It is very important to read the Naropa Weekly each week for updates, deadlines, and announcements concerning the graduation process.

**Degree Dates**

Degrees carry the date of the semester in which the student completes all of the requirements for the degree. Whether or not a student is eligible to graduate in the summer is entirely at the discretion of the student's academic 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**

Diplomas and transcripts are mailed after final grades have been verified and after other audit checks are completed, normally 8–10 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. 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.

**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 a student misses a semester without filing a leave of absence, leave of absence forms will no longer be accepted and the student must re-apply for admission to continue her/his 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 form 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.

There is one exception to this policy. If a student left with less than 6 credits left to complete her/his degree, and she is still within the maximum time frame to complete the degree, the student will be allowed to submit a retroactive leave of absence request, with approval by her/his academic department and advisor. The retroactive leave of absence will be subject to a $30 late fee. The student would then be allowed to finish the remaining requirements and graduate without being re-admitted to the university.

A student's re-admission, as well as the number of credits s/he has previously earned that can be counted toward the degree s/he is seeking, is at the discretion of the academic department to which s/he 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) academic advisor, (2) the dean of students, (3) library and (4) the international student advisor, if appropriate, and (5) the Office of Student Administrative Services.

Students must be sure to drop or withdraw from all classes they do not plan to complete, including classes for which they have pre-registered. Failure to drop or withdraw from classes will result in being charged full tuition.

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 Emergency.”

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, they must register for a 0.5 credit extended thesis, extended paper, or extended manuscript course for every semester that expires 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) academic advisor, (2) the dean of students, (3) library and (4) the international student advisor, if appropriate, and (5) the Office of Student Administrative Services.

Students must be sure to drop or withdraw from all classes they do not plan to complete, including classes for which they have pre-registered. Failure to drop or withdraw from classes will result in being charged for full tuition.

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, and may end up owing Naropa if they completely withdraw. Students should consult with the financial aid counselor before making a decision regarding withdrawing from the university.

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 “withdraw” (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.

There is one exception to this policy, provided the student did not permanently withdraw from the university. If a student left with less than 6 credits left to complete her/his degree, and she/he is still within the maximum time frame to complete the degree, the student will be allowed to submit a retroactive leave of absence request, with approval by the academic department and advisor. The retroactive leave of absence will be subject to a $30 late fee. The student would then be allowed to finish the remaining requirements and graduate without being readmitted to the university.

**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, the student must re-apply for admission to continue her/his studies.
- If a student dropped or withdrew from all courses in any one semester, and did not file a leave of absence, the student must re-apply for admission to continue her/his studies.
- If a student does not return to the university after a leave of absence, the student must re-apply for admission to continue her/his studies.
- If a student filed a "permanent withdrawal from the university" form, the student must re-apply for admission to continue her/his studies.

A student’s re-admission, as well as the number of credits previously earned that can be counted toward the degree she is seeking, are at the discretion of the academic department to which 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, the student
should send a letter to her/his academic advisor 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 Office of Student Administrative Services 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 telephone numbers 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. It is essential that students notify the Office of Student Administrative Services of a temporary address and phone number along with dates for which the information should remain in effect. 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 Office of Student Administrative Services. Identification showing both the old name and the new name is required. Acceptable documentation includes 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 Office of Student Administrative Services; they may need this information in case of emergency, or for reporting purposes. Use the "biographical data sheet" located outside the Office of Student Administrative Services to update this information.

Obtaining Records

Transcripts
The Office of Student Administrative Services 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 Office of Student Administrative Services, or on the web at http://www.naropa.edu for this purpose.

Transcripts for Recent Graduates
Two copies of student's 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 confirmed, 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
Additional Charge to Fax Transcript $3.00
Additional Charge for 24-hour Service $10.00
Additional Charge for Overnight Express Delivery Actual mailing cost

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. Once a student's obligations have been fulfilled, transcript requests can be processed.

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

Students may request that their student academic record be photocopied by the Office of Student Administrative Services. The charge for this service is $1 per page, up to a maximum of $30. Copies will not be made of third party documents. An example of a third party document would be transcripts or diplomas from another school. 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.

Students may request copies of letters of recommendation. Providing they have not waived their right of access to these letters, if the student did not indicate whether she waived her/his right of access to the letters, it will be assumed that the student waived her/his rights. The charge for this service is $1 per page.

People who applied to Naropa, but never attended, have no access to any information submitted to Naropa. Copies will not be made of any application materials and materials will not be returned to students, with the exception of artwork and slides. In order for these items to be returned, a self-addressed, stamped envelope must be provided.
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 Office
of Student Administrative Services 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 Office of Student Administrative
Services.

Questions concerning the Family Education Rights and
Privacy Act should be referred to the registrar or the
dean of students.
Naropa College
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 College is the four-year undergraduate program at Naropa University. Until you have declared a major, you are considered a core student. Naropa College offers nine majors. The mission of Naropa College is to provide students with an education that uncovers nine majors. The mission of Naropa College is to provide students with an education that uncovers wisdom, cultivates compassion, and develops the knowledge and skill for effective action in the world. 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 COLLEGE EDUCATION

Bachelor 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 2.00
- Fulfill the Core Areas
- Complete Naropa Core Portfolio
- Earn the final 60 upper-division credit hours at Naropa. A grade of "C" is the minimum grade you may receive in required courses in your major field of study.
- Complete the requirements for one of the majors
- Complete a minor of at least 9 credit hours (not required for ND majors)

Naropa Core Portfolio
Throughout your educational experience, you will be required to maintain a collection of your academic and artistic work in a portfolio. Your portfolio will display your talents and efforts as well as demonstrate your ability to make thoughtful choices about content and presentation. The Naropa Core Portfolio is a learning tool as well as a document you can present to prospective employers as examples of your best work, to graduate application committees who often require samples from your field, or to keep for yourself as a document of your academic experience. Once you have reached the first semester of your junior year (60 credits), you will turn in your portfolio to the Associate Director at the Naropa Writing Center (NWC). Transfer students need to turn in the portfolio the first semester of their senior year. Please contact the NWC during your first semester at Naropa to begin the process of collecting and assembling your portfolio elements. For further information, call (303) 245-4506. Note: Students who have entered prior to fall 2002 have the option of completing the Writing Proficiency Evaluation or the Naropa Core Portfolio.

The Major
Naropa College offers a 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 program in Early Childhood Education requires 27 credit hours in the major. Contemplative Psychology, Environmental Studies, InterArts, Religious Studies, Traditional Eastern Arts, Visual Arts, and Writing & Literature require 36-38 credit hours. Interdisciplinary Studies requires 60 semester credits and does not require a minor.

Core Faculty:
Caroline Hinkle (chair)
Dee Custer
Alan Hartway
Sudarshan Kapoor
Liz Locke
Candace Walsworth
Adjunct Faculty:
Annie Brock
Marlow Brooks
Alena Eve Burnan
John Burns
Lee Christopher
Carole Clements
John Cobb
Bayard Cobb
Richard Dart
Roland Evans
Batsara Tajavin
Bodie Friend
Jenevieve Glennon
Peter Grossenbacher
Katherine Kaufman
Julie Kitzman
Flora Kusl
Loretta McGrath
Annie McQuade
Anne Parker
Michelle Pierre
Max Regan
Bill Scheffel
Alexandra Shenpen
Christ Strickland
Beit Strong
Beverly Title
Alec Turska
Harrison Tu
Pearl Ubbens
Sue Hammond West
Leland Williams
Dean of Naropa College: Caroline Hinkle
Administrative Director: Sue West
Administrative Coordinator: Jenevieve Glennon
Academic Advisors:
Angie Waskiewicz (director)
Carole Clements
Jenny Dees
Alan Hartway
Deb Roach
### Process of Declaring a Major by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Application Deadline Fall/Spring</th>
<th>GPA</th>
<th>Letter of Interest/Intention</th>
<th>Interview / Audition &amp; Additional Requirements</th>
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<tr>
<td>Early Child. Educ. 26</td>
<td>Oct 30 / Mar 1</td>
<td>3.00</td>
<td>YES</td>
<td>Interview with dept; strongly recommended NCCX 270 and THR 520</td>
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<tr>
<td>Environ. Studies 36</td>
<td>Oct 30 / Mar 1</td>
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<td>Interview with dept; NCCX &amp; NCCS completed</td>
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<tr>
<td>InterArts Dance, Music, and/or Theater 36</td>
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<td>Interview with dept; Supplemental Application Form; See below for details</td>
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<tr>
<td>Interdisc. Studies 60</td>
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<td>Interview with dept; Vision Statement</td>
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<tr>
<td>Psychology 36</td>
<td>Oct 15 / Mar 1</td>
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<td>Interview with dept; 1–3 pages NCCH 320</td>
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<tr>
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<tr>
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<td>Oct 15 / Mar 15</td>
<td>3.00</td>
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<td>See below for details</td>
</tr>
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</table>

### InterArts Prerequisite Courses

#### Theater
Choose one of the following:
- THR 500 Actor's Journey: Fool's Caper
- IAR 340 Studies in Improvisation
- NCCX 105 Dramatic Practices: Liberating the Performing Spirit

#### Dance
NCCX 300 Anatomy: Learning through the Senses and

Choose one of the following:
- IAR 340 Studies in Improvisation 3
- DAN 330 Contact Improvisation 3

Choose one of the following:
- NCCX 213 Wisdom of the Body 3
- DAN 310 Contemporary Dance Foundations 3
- DAN 350 Beginning Dance 3

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To begin with, the main point of meditation is that we need to get to know ourselves: our minds, our behavior, our being. You see, we think we know ourselves, but actually we don't. There are all sorts of undiscovered areas of our thoughts and actions. What we find in ourselves might be quite astounding.

—Chogyam Trungpa, RInpoche, (Speaking of Silence: Christians and Buddhists on the Contemplative Way, edited by Susan Walker)

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Choose one of the following:
- TRA 532 Exploring the Traditional Eastern Arts 3
- TRA 505 Tai-chi Ch'uan: Level I 3
- TRA 510 Aikido I 3
- TRA 515 Yoga: Level I 3

#### Music
Audition with department (live, tape, or CD)
- NCCX 100 Musical Beginnings: An Introduction to Music Fundamentals

#### Writing and Literature Prerequisites/Process
Students from the Core
1. Within the six credit-hour communication arts Core Areas, 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 Areas, students must take a three-credit literature/literary studies course and receive a grade of "B" or higher;

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Naropa College: Open the Door 49
3. Have 55 credits or more at the end of a current semester in order to submit application materials; 4. Submit a one-page statement of intent and a 10-15 page submission of original work to the Writing and Poetics Office for review.

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.

1. If six 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 for 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:

   a. Take an additional B.A. 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.

   b. 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.

   c. Spend an extramural at Naropa in order to complete the requirements.

The Minor
The minor field is designed to provide students with experience in an alternative area of study. Students may minor in American Indian studies, anthropology, contemplative education, contemplative psychology, dance movement studies, early childhood education, ecology, ecopsychology, horticulture, music, religious studies, sustainable built environment, theater, traditional Eastern arts, visual arts, or writing and literature. Nine semester credits must be taken to satisfy the requirement for the minor.

Core Areas
The Core Areas are comprised of the following: Artistic Process, Communication Arts, Complex Systems, Healing Arts, Leadership and Service, Contemplative Practices, Cultural and Historical Studies, and World Wisdom Studies. Students may visualize these eight areas as spokes of a wheel that lead into the same central hub: wisdom, compassion, and effective action. Through studies in the Naropa College students discover how these Core Areas interrelate, inform one another, attract and diverge. 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 Core Areas provide students with the opportunity to experience depth as well as breadth from the beginning of their studies. The College 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 statement.

At Naropa students 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 Core Areas and students’ 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 the Core Areas that are not too tight, not too loose. We are committed to ongoing study and practice in the areas represented by the Core Areas and invite you to share this educational journey with us. The Core Areas are mutually enriching and interdependent.

The Core Areas should be seen in the context of the four-year program of undergraduate study and as a

Note for transfer students: The Admissions Office will determine which credits from your previous college or university satisfy the Naropa Core. If you enter Naropa with 30 credits, your requirement in Contemplative Practices is 9 credits; if you enter with 60 credits, your Contemplative Practices requirement is 6 credits. All students must have 3 credits in World Wisdom Studies to graduate.
graduation requirement that applies to all entering students. We recommend that students complete as much as possible in the Core before declaring a major. Beginning with orientation and continuing through the Naropa College journey, students and their advisor will design an individualized course of study in the Core Areas leading to concentrated study in a major. Students will find the courses they most want to take will satisfy some part 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 senses 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.

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 students where they are and to deepen their confidence in written and spoken statement through spontaneous composition, careful revision, and presentation.

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

NOTE: All Naropa University undergraduates are required to have three credits in a non-fiction writing intensive. Students who do not enter with three credits in a Writing Intensive must take NCCC 250 Writer's Craft during their second semester at Naropa. Upper-division transfer students who have not met this requirement may have the option of taking WRI 540 Expository Essay on a space-available basis.

Complex Systems
Many of the most pressing global concerns are complex and daunting. To face these concerns with courage, compassion, and skill requires that we understand how complex systems work and ultimately how we can foster the health and the restoration of resiliency to stressed and shocked systems. The basic principles of complex systems are remarkably similar whether they are that of plants, animals, humans, families, healing paradigms, organizations and institutions, artistic and scientific movements, worldviews, or the planet itself. An understanding of how seemingly independent elements actually work as systems can become a valuable and approachable way to observe and think about our lives as a rich network of interconnected relationships. At Naropa we also honor ancient traditions of wisdom that have long appreciated and articulated these relationships.

Complex systems courses are designed to increase our ability to analyze data, perceive patterns, think in terms of long-range impacts, acknowledge alternative perceptual frameworks, and to remain open in the face of uncertainty. These courses help develop compassionate witnesses who are then ready to develop the skills to help heal and restore systems.

One of the most significant systems relationships we have today is with the natural world. Therefore, we require that three credits of the complex systems courses be an "environmental awareness" course. These courses are designed to enhance one's awareness, understanding, and literacy of environmental issues.

Contemplative Practices
The root of the word core (the Latin cor) means heart. At the heart of Naropa College is a view of practice as an ongoing process, a willingness to return to the beginning, an openness to freshly questioning who and what we are. Through contemplative practice, students learn to bring their 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 students 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 students 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 skills 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.

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 others and ourselves. 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.

Leadership and Service
Whether students intend to form a dance collective, teach kindergarten or college, publish their own literary magazine, or enter law school, they will need to develop and refine their ability to work as a member of a group. The leadership and service requirement grew out of the faculty’s belief that undergraduate education must address the role of the individual within a community. Courses in this area assist students in developing an understanding of group dynamics and acquiring the tools needed to assume a position of leadership or collaborate effectively. Courses emphasize problem solving, systems thinking, leadership skills, questions of power relations, diversity issues, and personal and social transformation. A common aim of these courses is to awaken an interest and longing to act effectively and compassionately in a multicultural world and to develop the knowledge and skills to do so.

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, students will investigate the relationship between their direct experience and ancient teachings, exploring firsthand 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 Areas
NOTE: Some classes are open to program students only, have prerequisites, or are offered alternative semesters or years. For the most accurate details, check the course schedule online at www.naropa.edu/Registrar.

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 areas satisfied by the course.

NCCA  Artistic Process (AP)
NCCC  Communication Arts (CA)
NCCH  Healing Arts (HA)
NCCF  Leadership and Service (LS)
NCCP  Contemplative Practices (CP)
NCCS  Cultural and Historical Studies (CHS)
NCCW  World Wisdom Studies (WWS)
NCCX  Complex Systems (CS)
NCCZ  Courses that fulfill more than one area requirement

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

ANT  Anthropology
ART  Visual Arts
CSP  Creation Spirituality
DAN  Dance/Movement Studies
ECE  Early Childhood Education
ECO  Ecology
EDS  Contemplative Education
ENV  Environmental Studies
GER  Gerontology
HOR  Horticulture
IAR  InterArts
INTD  Interdisciplinary Studies
MUS  Music
NAM  American Indian Studies
PSYB  Contemplative Psychology (B.A.)
PSYS  Somatic Psychology
PSYT  Transpersonal Counseling Psychology
REL  Religious Studies
SBE  Sustainable Building in Environmental Studies
THR  Theater
TRA  Traditional Eastern Arts
WRI  Writing & Literature

Courses That Fulfill the ARTISTIC PROCESS Requirement
ART 500  The Contemplative Artist
ART 502  Pottery from the Earth
ART 504  South Indian Arts Practicum
ART 505  Drawing I
ART 511  Mixed Media
ART 515  Watercolor
ART 520  Calligraphy and Book Arts
ART 525  Drawing II
ART 530  Color Theory
ART 533  Thangka Painting I (CP)
ART 537  Brush Stroke I (CP)
ART 540  Sculpture
ART 543  Thangka Painting II (CP)
ART 545  Painting I
ART 547* Brush Stroke II (CP)
ART 553* Thangka Painting III (CP)
ART 555 Figure Drawing I
ART 557* Brush Stroke III (CP)
ART 558 Balinese Batik
ART 558* Thangka Painting IV (CP)
ART 553 Painting II
ART 566 Tibetan Scroll Painting
ART 567* Brush Stroke IV (CP)
ART 568 Balinese Painting
ART 575 Figure Drawing II
ART 578 Balinese Mask Carving
DAN 310 Contemporary Dance Foundations
DAN 322 The Powers of World Dance
DAN 330 Contact Improvisation
DAN 350 Beginning Dance
DAN 400 Intermediate Dance
DAN 410 Dance of African Movement
DAN 554 Intermediate/Advanced Dance
IAR 340 Studies in Improvisation
IAR 380 Creative Process I: Improvisation
IAR 410W Creative Process: Guest Artist
IAR 450 New Repertory Performance Project
IAR 420 Creative Process II: Composition
IAR 484 Special Topics: Advanced Improvisation
IAR 506* Contemplative Dance Practice (CP)
MUS 400 Composition
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: Nepal
MUS 548 Balinese Gamelan Orchestra: Bali
MUS 580 Recording Studio I
NCCA 100 Musical Beginnings: An Introduction to Musical Fundamentals
NCCA 105 Art and Consciousness: Mixed Materials and Self-Exploration
NCCA 213 Wisdom of the Body
NCCZ 181* Traditional Chinese Brushstroke I (CP)
NCCZ 187* Ikebana (CP)
NCCZ 251* Dramatic Practices: Liberating the Performing Spirit (CA)
NCCZ 281* Traditional Chinese Brushstroke II (CP)
NCCZ 293* Thinking Photography: Mapping Memory (CHS)
NCCZ 375* Poetry Workshop (CHS)
PSYB 515W* Process Painting and Meditation (HA)
REL 403 Spirituality and Creative Expression
THR 300 Media Studies: Musical Theater
THR 380 Director’s Lab
THR 500 Actor’s Journey: Fool’s Caper
THR 503W Acting Lab I
THR 504W Acting Lab II
THR 507W Acting Lab V
THR 508W Acting Lab VI
THR 520* Basic Acting (CA)
THR 530 Media Studies: Special Topics
THR 533W Acting Lab: Special Topics III
THR 534W Acting Lab: Special Topics IV
THR 537W Acting Lab: Special Topics VII
THR 538W Acting Lab: Special Topics VIII
THR 540W Character Acting (CA)
THR 550 Voice and Sound I (CA)
THR 572 Movement As Metaphor
THR 578 The Actor’s Mask
TRA 520* Ikebana (CP)
WRI 360* Writing Poetry: The Sky Is Not a Mirror (CA)
WRI 361* Writing Fiction: Short, Short Stories (CA)

WRI 356* Reading & Writing (CA)
WRI 407* B.A. Creative Writing for Non-Majors (CA)
WRI 418* Reading & Writing (CA)
WRI 420* Writing Poetry: You Do It (CA)
WRI 516W* Poetry Practice: Negative Capability (CA)
WRI 519W* Writer’s Practicum: Designing a Writing Workshop (CA)
WRI 530W* Writer’s Practicum: All the World’s a Stage (CA)
WRI 540* The Expository Essay (CA)
WRI 546W* Poetry Practice (CA)
WRI 547W* Prose Practicum (CA)
WRI 580* Eco-Literature (CA)

Courses That Fulfill the COMMUNICATION ARTS Requirement

DAN 330 Contact Improvisation
NCCZ 101 Prior Learning Credits Workshop
NCCZ 250 Writer’s Craft
NCCZ 291* Ethnographies of Postmodern Life: Investigating Local Subcultures (CHS)
NCCZ 330* Creative Writing & Literature Seminar (CHS)
NCCZ 334* Poetry Workshop (CHS)
PSYB 572* Presence: Voice and Sound (HA)
PSYB 506* Language and Communication in the Healing Process (HA)
THF 520* Basic Acting I (AP)
THF 540* Character Acting (AP)
THF 550 Voice and Sound I (AP)
WRI 360* Writing Poetry: The Sky Is Not a Mirror (AP)
WRI 361* Writing Fiction: Short, Short Stories (AP)
WRI 365* Reading & Writing (AP)
WRI 407* B.A. Creative Writing for Non-Majors (AP)
WRI 418* Reading & Writing (AP)
WRI 420* Writing Poetry: You Do It (AP)
WRI 516W* Poetry Practice: Negative Capability (AP)
WRI 519W* Writer’s Practicum: Designing a Writing Workshop (AP)
WRI 530W* Writer’s Practicum: All the World’s a Stage (AP)
WRI 540* The Expository Essay (AP)
WRI 546W* Poetry Practice (AP)
WRI 547W* Prose Practicum (AP)
WRI 580* Eco-Literature (AP)

Courses That Fulfill the 3-credit Writing Intensive Requirement within Communication Arts

NCCZ 250 Writer’s Craft
NCCZ 255 Seminar in Reading and Writing: The Socially Engaged Imagination
NCCZ 257 Creative Writing & Literature Seminar Expository Essay

Naropa College: Open the Door 53

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 Preud and Jung, 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 Richson, class of 1999
Courses That Fulfill the COMPLEX SYSTEMS Requirement

ANT 550*  Cultures, Globalization, and Environmental Peacemaking (CHS)
DAN 500  Kinesiology
DAN 550  Body-Mind Centering I: Foundation and Anatomy
DAN 570  Body-Mind Centering II
ECE 320  Body Mind Development and statement
ECO 510  Field Ecology I: Biology and Plant Ecology
ECO 560  Global Ecological issues
ECO 580  Field Ecology II: Physical Ecology and Ecological Methods
ENV 300  Nature, the Sacred and Contemplation
ENV 340  Garden World
ENV 500  Human Systems and Evolution
ENV 520  Deep Ecology in Context
ENV 528  Ecopsychology Training
ENV 530  Environmental Problem Solving
ENV 535  Ecology and Evolution
ENV 538  Survival Skills
ENV 540  Contemplative Approaches to Environmental Issues
ENV 550  Sustainable Communities
ENV 555*  Environmental Justice (CHS)
ENV 563*  Indigenous People and Environmental Issues (CHS)
ENV 565  Land, Culture, and Survival
ENV 591  Permacultural Design
HOR 500  Landscape Design for Sustainability
HOR 510  Agro-Ecology
HOR 520  Vegetable Garden
NCX 100  Physical Geography: Beholding the Body of the Earth
NCX 201  Abstract Concepts: Thinking Things Through
NCX 240  General Systems Thinking I
NCX 245  Geography: Pilgrimage, Sacred Landscape, and Celebration of Earth
NCX 273  Systems Thinking II: Human Experience
NCX 298  Mathematics and the Philosophy of Consciousness
NCX 300  Anatomy
NCX 330  Awakening the Scholar
NCX 350  Cosmology in Myth and Physics
NCX 123*  Chinese Energetics I (HA)
NCX 184*  The Nature of Intelligence: Will, Mind, and Heart (HA)
NCX 223*  Chinese Energetics II (HA)
NCX 325*  Global Corporatism (CHS)
NCX 350*  Issues of Global Poverty (CHS)
PSY 365*  Family Systems (LS)
PSY 504*  Introduction to Somatic Psychology (HA)
PSY 534  Perception: Introduction Meets Cognitive Neuroscience
PSY 539*  Nutrition (HA)
PSY 555*  Symbols and Transformation (HA)
PSY 560  Scientific Research into Conscious Experience
PSY 566*  Chinese Energetics and Body Psychology (HA)
PSY 579*  Chinese Energetics II (HA)
PSYT 551*  Ecopsychology (HA)

Courses That Fulfill the 3-credit Environmental Awareness Requirement within Complex Systems

ECO 510  Field Ecology I: Biology and Plant Ecology
ECO 560  Global Ecological issues
ECO 580  Field Ecology II: Physical Ecology and Ecological Methods
ENV 340  Garden World
ENV 500  Human Systems and Evolution
ENV 520  Deep Ecology in Context
ENV 528  Ecopsychology
ENV 535  Ecology and Evolution
ENV 538  Survival Skills
ENV 555  Environmental Justice
HOR 520  Vegetable Garden
NAM 565  Land, Culture, and Survival
NCX 100  Physical Geography: Beholding the Body of the Earth
NCX 240  General Systems Thinking
NCX 245  Geography: Pilgrimage, Sacred Landscape, and Celebration of Earth
PSYT 551  Ecopsychology

Courses That Fulfill the CONTEMPLATIVE PRACTICES Requirement

ART 533*  Thangka Painting I (AP)
ART 537*  Brush Stroke I (AP)
ART 543*  Thangka Painting II (AP)
ART 547*  Brush Stroke II (AP)
ART 553*  Thangka Painting III (AP)
ART 557*  Brush Stroke III (AP)
ART 563*  Thangka Painting IV (AP)
ART 567*  Brush Stroke IV (AP)
ECE 300  Foundations of Contemplative Education
ECE 505  Maitri and Learning Styles
IAR 506*  Contemplative Dance Practice (AP)
NCX 100  Beginning Yoga
NCX 209  Meditation: The Awful Truth
NCX 181*  Traditional Chinese Brushstroke I (AP)
NCX 187*  Ikebana (AP)
NCX 281*  Traditional Chinese Brushstroke II (AP)
PSYB 310  Buddhist Psychology I: Meditation
PSYB 486*  Contemplative Psychology I: Compassionate Action (HA)
PSYB 512  Buddhist Psychology II: Maitri and Compassion
PSYS 574W  Contemplative Mountaineering
PSYT 521  Touching the Moment: Mindfulness Retreat
REL 340*  Meditation Practicum I (WWS)
REL 350*  Meditation Practicum II (WWS)
REL 400  Zen Meditation Practicum
REL 501W  Theravada Vipassana Weekend
REL 504W  The Breeze of Simplicity: Introduction to Tibetan Buddhism
REL 506  Meditation Practicum: Nepal
REL 508  Meditation Practicum: Bali
REL 517  Contemplative Practices: Yoga and Meditation in South India
REL 525*  Contemplative Christianity (WWS)
REL 547*  Month Long Meditation Intensive (WWS)
REL 552W*  Zen intensive (WWS)
REL 554W  Mahayana Meditation (WWS)
THR 550*  Mudra Space Awareness (HA)
TRA 500*  Shambhala Meditation Practicum I (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)
TRA 525  Tai-chi Ch’uan: Level II
TRA 530  Aikido II
TRA 532  Exploring the Traditional Eastern Arts
Courses That Fulfill the CULTURAL & HISTORICAL STUDIES Requirement

ANT 506  India: Cultural & Historical Studies
ANT 536  Nepal Arts and Culture
ANT 538*  Bali Arts and Culture (WWS)
ANT 550*  Cultures, Globalization, and Environmental Peacemaking (CS)
ANT 586  Independent Research: Nepal
ANT 588  Independent Research: Bali
ART 551  World Art I
ART 552  World Art II
ECE 350  Holistic and Contemplative Traditions in Education
ENV 555*  Environmental Justice (CS)
ENV 569*  Indigenous People and Environmental Issues (CS)
IAR 355  History & Contexts of Contemporary Arts: Contemplative Perspectives I
IAR 360  History & Contexts of Contemporary Arts: Contemplative Perspectives II
MUS 300  Music Appreciation
MUS 350  Listening to Jazz
MUS 555  Introduction to World Music
NAM 565  Land, Culture, and Survival
NCCS 157  Nonviolence In and through History
NCCS 260  Identity and Representation: Race, Class, and Gender on Film
NCCS 212  Ethics: Codes, Conduct, and Commitments
NCCS 220  Cultural Anthropology: Who Are the Americans?
NCCS 224  Twentieth Century African-American Freedom Movements
NCCS 230  African-American Freedom Movements
NCCS 235  Western Philosophy I: Spring of the River of Being
NCCS 255  Western Philosophy II: An Imperfect Symmetry
NCCS 258  The Making of Modern India, 1855–1984
NCCS 308  Evolution of the Bill of Rights
NCCS 325  Gender Savvy in Contemporary Religion
NCZC 217*  Living Traditions of Nepal: an Introduction to Newari Culture (WWS)
NCZC 230*  Peace Studies: Conflict Resolution and Restorative Justice (LS)
NCZC 235*  Gandhi and Malcolm X: The Quest for Personal and Social Transformation (LS)
NCZC 255*  The Life and Thought of Gandhi (LS)
NCZC 265*  Women and the Expansion of Democracy (LS)
NCZC 282*  Martin Luther King, Jr. and the Search for the Beloved Community (LS)
NCZC 290*  Mythopoeis: Cosmologies and Mythologies (WWS)
NCZC 291*  Ethnographies of Postmodern Life: Investigating Local Subcultures (CA)
NCZC 293*  Thinking Photography: Mapping Memory (AP)
NCZC 294*  Gandhi, Dorothy Day, and Malcolm X: The Quest for Personal and Social Transformation (LS)
NCZC 296*  Democracy in the United States of America, 1919–1968 (LS)
NCZC 300*  Engaging the World (LS)
NCZC 325*  Global Corporatism (CS)
NCZC 333*  Seminar in Reading and Writing: The Socially Engaged Imagination (CA)
NCZC 334*  Creative Writing and Literature Seminar (CA)
NCZC 350*  Issues of Global Poverty (CS)
NCZC 375*  Poetry Workshop (AP)
PSYB 517*  Cultural Diversity (LS)
REL 305*  Religion in Human Experience (WWS)
REL 320*  Foundations of Buddhism (WWS)
REL 400*  Zen Meditation Practicum (WWS)
REL 415*  Manahyan Buddhism: The Path of Compassion (WWS)
REL 425  Buddhism in America
REL 434  Tibetan Buddhism
REL 503  Tibetan I
REL 507  Sanskrit I
REL 509  Religious and Philosophical Foundations of India
REL 516  Nepali Language I: Nepal
REL 518  Indonesian Language I: Bali
REL 526*  Buddhist Traditions: Nepal (WWS)
REL 528  Sacred Sounds of Sanskrit: South India
REL 533  Tibetan II
REL 537  Sanskrit II
REL 540*  Zen Buddhism (WWS)
REL 566  Colloquial Tibetan: Nepal
REL 576  Nepali Language II
REL 583  Tibetan IV
REL 587  Sanskrit IV
REL 587  Sanskrit IV
TRA 499  Traditional Eastern Arts

Courses That Fulfill the HEALING ARTS Requirement

DAN 520  Authentic Movement
GER 580  Death and Loss As Opportunities for Healing
NCCH 320  Introduction to Western Psychology
NCCH 123*  Chinese Energetics I (CS)
NCZC 184*  The Nature of Intelligence: Will, Mind, and Heart (CS)
NCZC 223*  Chinese Energetics II (CS)
NCZC 248*  Group Dynamics and Leadership: Creating Compassionate Community (LS)
PSYB 408  Introduction to Jungian Psychology
PSYB 444  Introduction to Transpersonal Psychology
PSYB 350  Humanistic Psychology
PSYB 356  Approaches to Healing
PSYB 377  Introduction to Body Psychology: Embodiment Awareness
PSYB 430  Exploring Dreams: Jungian Practice and Beyond
PSYB 455  Dynamics of Intimate Relationships
PSYB 459  Herbal Medicine
PSYB 465  Visual Arts: Imagery in Healing
PSYB 466*  Group Process (CA)
PSYB 472*  Presence: Voice and Sound (CA)
PSYB 486*  Contemplative Psychology I: Compassionate Action (CP)
PSYB 487*  Contemplative Psychology II: Compassionate Outreach (LS)
PSYB 504*  Introduction to Somatic Psychology (CS)
PSYB 506*  Language and Communication in the Healing Process (CA)
PSYB 508*  Embodying Process and the Individual (LS)

Through Aikido practice we learn to meet conflict consciously, to wake up to greater options for embodied action. We study the human instincts of aggression and fear through our own bodies. When do we lash out with angry words or fists? Do we go silent or leave when threatened?

—Jude Blitz, Traditional Eastern Arts Faculty
Courses That Fulfill the WORLD WISDOM STUDIES Requirement

ANT 538*  
Bali Arts and Culture (CHS)
NCCW 210  
The Tao: Lao Tzu, Confucius & the I Ching
NCCZ 217*  
Living Traditions of Nepal: an Introduction to Newari Culture (CHS)
NCCZ 290*  
Mythopoesis: Cosmologies and Mythologies (CHS)
REL 305*  
Religion in Human Experience (CHS)
REL 320*  
Foundations of Buddhism (CHS)
REL 340*  
Meditation Practicum I (CP)
REL 350*  
Meditation Practicum II (CP)
REL 400*  
Zen Meditation Practicum (CP)
REL 405  
Foundations of Buddhism
REL 415*  
Mahayana Buddhism: Path of Compassion (CHS)
REL 509  
Religious and Philosophical Foundations of India
REL 525*  
Contemplative Christianity (CP)
REL 526*  
Buddhist Traditions: Nepal (CHS)
REL 529  
World Wisdom: The Jewish Experience
REL 530  
Contemplative Hinduism
REL 531  
Sacred Earth
REL 535  
Contemplative Judaism
REL 540*  
Zen Buddhism (CHS)
REL 545  
Contemplative Islam
REL 547*  
Month Long Meditation Intensive (CP)
REL 552W*  
Zen Intensive (CP)
REL 554W*  
Mahayana Meditation (CP)
TRA 500*  
Shambhala Meditation Practicum I (CP)

ACADEMIC ENRICHMENT

Foreign Language Study

In addition to studying either Sanskrit or Tibetan at Naropa, 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.

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

Study Abroad

A Unique Way to Explore the World

Naropa University’s Study Abroad Programs cultivate an appreciation of the wisdom in diverse cultures. Through academic coursework, formal meditation, and a variety of contemplative practices, students deepen their love of learning and gain a more thorough understanding of the sacredness and interconnectedness of life. Students at Naropa have the opportunity to study abroad during their sophomore, junior, and ‘fall semester of their senior year. A minimum grade point average is required to apply for the programs. Please visit the Office of International Education for application procedures and admissions criteria.
Working in the World

Providing compassionate service to the community is an integral part of the Naropa experience. Naropa has a Volunteer Center that offers meaningful volunteer opportunities that provide students with direct work experience in the field of their studies. There are also a number of work-study jobs on and off campus for students who qualify for financial aid. The Career Services office provides assistance in finding employment for all students and alumni. Naropa provides excellent career assistance to help students with creating a career vision, exploring their interests and skills through the process of career testing, developing a unique job search strategy, writing a focused and powerful résumé, preparing for interviews, and more. Preparing for the world of work by getting experience in one's field while in school, and developing a plan for the transition to work upon graduation is supported and encouraged for all students attending Naropa.

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 biodynamic farming at Hedgerow. Interested students may volunteer to work at Hedgerow through the community-supported agriculture program.

Certificate Programs

Students who have completed at least 60 semester credits are eligible to apply for one of the many certificate programs, which are available in any B.A. department except Environmental Studies, Interdisciplinary Studies, Traditional Eastern Arts, and Writing and Literature. These programs enable 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. Financial aid may be available. Please call the Office of Admissions.

Extended Studies

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

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 residents of Pokhara, 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.

—Anne Z. Parker, Environmental Studies Chair
NAROPA COLLEGE
UNDERGRADUATE MAJORS

Contemplative Psychology

“Opening to oneself fully is opening to the world.”
—Chögyam Trungpa, Rinpoche

Core Faculty:
Jane Carpenter-Colin (Chair)
Frank Berliner
Peter Greenshawcher
Carole Clements

Adjunct Faculty:
Paul Bergner
Marlowe Brooks
Marvin Gasher
Christine Denning
Ronald Evans
Kathy Emery
Lynne Foste
Bruce Gottlieb
Grace Foster-Pollard
Bill Frost
Susan Hamburger-Guthrie
Brigitte Kaneti
Aubrey Lande
Barbara Maitlberger
Janine Malcolm
Bernie Marek
Suzanne Marie
Brigitte Marx
Gina Martin-Smith
Stephanie Minus
Kathleen Moore
Gary Mueller
Lara Newton
Judith Oakland
Paul Oertel
Pat Ogden
Willow Pearson
Malakia Pettigrew
Diane Rudine
Laurie Rogenstein
David Rogenstein
Arielle Schwartz
Alexandra Shenpen
Anahita Snogren-Macias
Philip Weber
Bob White
Diane Wyler-Bumpf

Administrative Director:
Penelope Lamphter
Student Advisor:
Carole Clements

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 fosters skill and subtlety in interpersonal relationships, and is particularly useful 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 five 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.

In the fall of each year students are required to attend a weekend retreat along with faculty and staff at Shambhala Mountain Center. Together, participants engage in contemplative practices to foster community.

The major in contemplative psychology requires 36 credit hours. Of these 36 credits, 26 are drawn from the core requirements and the remaining 10 are chosen in one area of concentration.

ASSESSMENT
This department requires a completed portfolio prior to graduation. The portfolio includes papers from students' core courses, writing and other examples of their work from the Senior Project Seminar course, and papers from at least two courses in their area of concentration. Department faculty review the portfolios at the end of each spring semester, assessing the program's goals and objectives.

REQUIREMENTS FOR B.A. CONTEMPLATIVE PSYCHOLOGY

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 443 Contemplative Community Program Retreat at SMC (.5 for two fall retreats)</td>
<td>1</td>
</tr>
<tr>
<td>PSYB 310 Buddhist Psychology I: Meditation</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 486 Contemplative Psychology I: Compassionate Action</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 512 Buddhist Psychology II: Maith and Compassion</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 487 Contemplative Psychology II: Compassionate Outreach (see course description)</td>
<td>1</td>
</tr>
<tr>
<td>PSYB 517 Cultural Diversity</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 545 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 571 Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 520 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 482 Senior Project Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 483 Senior Project Seminar II</td>
<td>2</td>
</tr>
</tbody>
</table>

| SUBTOTAL CREDITS | 26 |
| TOTAL CREDITS   | 36 |
AREAS OF CONCENTRATION
Each area of concentration has one or more courses required for all students. Students may select the additional courses in consultation with their academic advisor. Please consult department advisor for a complete listing of courses for each concentration.

Buddhist and Western Psychology
The Buddhist and Western psychology concentration encourages students to differentiate and to integrate the methods that 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 547</td>
<td>Two Week of Month Long Meditation Intensive, SMC</td>
</tr>
</tbody>
</table>

Students must have a minimum of three credits in each of the following two categories for a total of seven credits:

Courses in Buddhist Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 415</td>
<td>Mahayana Buddhism: The Path of Compassion</td>
</tr>
<tr>
<td>REL 440</td>
<td>Religion in Human Experience</td>
</tr>
<tr>
<td>REL 515</td>
<td>Buddhism and Social Action</td>
</tr>
<tr>
<td>REL 525</td>
<td>Contemplative Christianity</td>
</tr>
<tr>
<td>REL 547</td>
<td>Additional Two Weeks of the Month-long Meditation Intensive, SMC</td>
</tr>
<tr>
<td>REL 400</td>
<td>Courses in Buddhist Studies offered by the Religious Studies Department approved by advisor and with permission of instructor</td>
</tr>
</tbody>
</table>

Courses in Western Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 365</td>
<td>Family Systems</td>
</tr>
<tr>
<td>PSYB 562</td>
<td>Group Process</td>
</tr>
<tr>
<td>PSYB 487</td>
<td>Contemplative Psychology II: Compassionate Outreach (see course description)</td>
</tr>
<tr>
<td>PSYB 506</td>
<td>Language and Communication in the Healing Process</td>
</tr>
<tr>
<td>PSYB 528</td>
<td>Gestalt: Presence</td>
</tr>
<tr>
<td>PSYB 529</td>
<td>Hakomi Somatics Sensorimotor Psychotherapy: Learning from Trauma, Understanding its Effects and Building Personal Resources</td>
</tr>
<tr>
<td>PSYB 534</td>
<td>Perception: Introspection Meets Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSYB 536</td>
<td>Hakomi Somatics</td>
</tr>
<tr>
<td>PSYB 548</td>
<td>Gestalt: Western Form of Zen</td>
</tr>
<tr>
<td>PSYB 555</td>
<td>Symbols and Transformations</td>
</tr>
<tr>
<td>PSYB 550</td>
<td>Scientific Research Into Conscious Experience</td>
</tr>
<tr>
<td>ECE 380</td>
<td>Observing Early Development I</td>
</tr>
<tr>
<td>ECE 385</td>
<td>Observing Early Development II</td>
</tr>
<tr>
<td>GER 580</td>
<td>Death and Loss As Opportunities for Healing</td>
</tr>
<tr>
<td>NCCX 330</td>
<td>Awakening the Scholar</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 10

Somatic Psychology
Body psychology is a 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 377</td>
<td>Introduction to Body Psychology: Embodying Awareness</td>
</tr>
<tr>
<td>PSYB 504</td>
<td>Introduction to Somatic Psychology: The Biology of Our Psychology</td>
</tr>
</tbody>
</table>

Choose six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 487</td>
<td>Contemplative Psychology II: Compassionate Outreach</td>
</tr>
<tr>
<td>PSYB 536</td>
<td>Hakomi Somatics</td>
</tr>
<tr>
<td>PSYB 529</td>
<td>Hakomi Somatics Sensorimotor Psychotherapy: Learning from Trauma, Understanding its Effects and Building Personal Resources</td>
</tr>
<tr>
<td>DAN 550, 570B</td>
<td>Body-Mind Centering I, II</td>
</tr>
<tr>
<td>PSYB 508</td>
<td>Embodiment Process and the Individual</td>
</tr>
<tr>
<td>PSYB 534</td>
<td>Perception: Introspection Meets Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSYB 560</td>
<td>Scientific Research Into Conscious Experience</td>
</tr>
<tr>
<td>PSYB 566</td>
<td>Chinese Energetics and Body Psychology</td>
</tr>
<tr>
<td>PSYS 326</td>
<td>Introduction to Dance Therapy</td>
</tr>
<tr>
<td>PSYS 557</td>
<td>Somatic Dance</td>
</tr>
<tr>
<td>DAN 520</td>
<td>Authentic Movement</td>
</tr>
<tr>
<td>PSYS 476</td>
<td>Body Centered Psychotherapy: Current Topics</td>
</tr>
<tr>
<td>IAR 506</td>
<td>Contemplative Dance Practice</td>
</tr>
</tbody>
</table>

*Although both semesters are taken, only one semester may be counted towards the six credits.

TOTAL CREDITS: 10

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 360</td>
<td>Approaches to Healing</td>
</tr>
</tbody>
</table>

Choose seven credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 377</td>
<td>Introduction to Body Psychology: Embodying Awareness</td>
</tr>
<tr>
<td>PSYB 459</td>
<td>Herbal Medicine</td>
</tr>
<tr>
<td>PSYB 487</td>
<td>Contemplative Psychology II:</td>
</tr>
</tbody>
</table>
Expressive Arts and Well-Being

The expressive arts and well-being concentration helps students discover artistic statement 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>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 568</td>
<td>Expressive Arts in Healing</td>
</tr>
</tbody>
</table>

Choose seven credits from the following:

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 377</td>
<td>Introduction to Body Psychology: Embodiment and Awareness</td>
</tr>
<tr>
<td>PSYB 465</td>
<td>Art: Imagery in Healing</td>
</tr>
<tr>
<td>PSYB 472</td>
<td>Presence: Voice and Sound</td>
</tr>
<tr>
<td>PSYB 487</td>
<td>Contemplative Psychology II: Compassionate Outreach</td>
</tr>
<tr>
<td>PSYB 515W</td>
<td>Process Painting and Meditation</td>
</tr>
<tr>
<td>PSYB 560</td>
<td>Scientific Research</td>
</tr>
<tr>
<td>PSYB 568</td>
<td>Music, Self and Others: Exploring Intra and Inter-personal Dynamics through Music</td>
</tr>
<tr>
<td>PSYB 587</td>
<td>Expressive Arts/Working with Others</td>
</tr>
<tr>
<td>PSYS 326</td>
<td>Introduction to Dance/Movement Therapy</td>
</tr>
<tr>
<td>DAN 520</td>
<td>Authentic Movement</td>
</tr>
<tr>
<td>PSYS 519</td>
<td>Body-Centered Therapy: Current Topics</td>
</tr>
<tr>
<td>PSYS 557</td>
<td>Somatic Dance</td>
</tr>
<tr>
<td>ART 500</td>
<td>The Contemplative Artist</td>
</tr>
<tr>
<td>ECE 320</td>
<td>Body Mind Development and Expression</td>
</tr>
<tr>
<td>IAR 340</td>
<td>Studies in Improvisation: Contemporary Dance Foundations</td>
</tr>
<tr>
<td>IAR 506</td>
<td>Contemplative Dance Practice</td>
</tr>
<tr>
<td>MUS 530</td>
<td>Improvisation</td>
</tr>
<tr>
<td>THR 500</td>
<td>Actor’s Journey: Fool’s Caper</td>
</tr>
<tr>
<td>THR 520</td>
<td>Basic Acting</td>
</tr>
<tr>
<td>THR 560</td>
<td>Mudra Space Awareness</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 10

MINOR IN CONTEMPLATIVE PSYCHOLOGY

Students may choose any nine credits from the PSYB courses including NCCH 320 Introduction to Western Psychology.

Classes for the B.A. 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.
CERTIFICATE PROGRAM

A 30-credit certificate program, tailored to the student's needs and background, requires 18 psychology credits and 12 general electives from anywhere in the college.

Courses required from the psychology core

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 310 Buddhist Psychology I: Meditation</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 486 Contemplative Psychology I: Compassionate Action</td>
<td>3</td>
</tr>
<tr>
<td>Western Psychology Class</td>
<td>3</td>
</tr>
<tr>
<td>(depending on student's background)</td>
<td></td>
</tr>
<tr>
<td>Electives in Psychology</td>
<td>9-12</td>
</tr>
<tr>
<td>General Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
# Early Childhood Education

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

The journey towards nurturing and educating children in the Early Childhood Education program begins with cultivating wakefulness in ourselves. The primary way of knowing ourselves in this approach is through meditation and awareness exercises that 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 spiritual 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 Welsdorf or Montessori traditions.

## ASSESSMENT

ECE majors are required to complete a Supervised Teaching Practicum in their final semester before graduation from the program. They must pass this course with a minimum of a 3.0 or B grade.

## PROFESSIONAL STATUS OF GRADUATES

This degree qualifies graduates as preschool teachers with group leader qualification. This credential easily transfers between states. Those interested in teaching other grade levels have found the courses very useful and readily applicable. Those interested in Preschool Director Certification can supplement their Naropa coursework with courses from local programs.

## REQUIREMENTS FOR B.A.
### EARLY CHILDHOOD EDUCATION

Please note that some courses have a meditation requirement.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 300</td>
<td>3</td>
</tr>
<tr>
<td>ECE 380</td>
<td>2</td>
</tr>
<tr>
<td>ECE 405</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 385</td>
<td>2</td>
</tr>
<tr>
<td>ECE 550</td>
<td>3</td>
</tr>
<tr>
<td>ECE 420</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third 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>
<tr>
<td>ECE 455</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 450</td>
<td>3</td>
</tr>
<tr>
<td>ECE 593</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 27**

## Required Concentration in

Contemplative, Expressive, or

Traditional Eastern Arts for ECE Majors: 9 credits

You can select from the following list of approved courses.

<table>
<thead>
<tr>
<th>ARTS00</th>
<th>ARTS05</th>
<th>ARTS11</th>
<th>ARTS15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS20</td>
<td>ARTS25</td>
<td>ARTS33</td>
<td>ARTS37</td>
</tr>
<tr>
<td>ARTS40</td>
<td>ARTS43</td>
<td>ARTS45</td>
<td>ARTS47</td>
</tr>
<tr>
<td>ARTS53</td>
<td>ARTS57</td>
<td>TRA505</td>
<td>TRA510</td>
</tr>
<tr>
<td>TRA513</td>
<td>TRA515</td>
<td>TRA520</td>
<td>TRA525</td>
</tr>
<tr>
<td>TRA530</td>
<td>TRA532</td>
<td>TRA535</td>
<td>TRA540</td>
</tr>
<tr>
<td>TRA550</td>
<td>TRA555</td>
<td>PSYB515W</td>
<td></td>
</tr>
</tbody>
</table>

— Undergraduate Academic Programs: Early Childhood Education
MINOR IN CONTEMPLATIVE EDUCATION
ECE 300  Foundations of Contemplative Education  3
ECE 505  Maori and Learning Styles  3
ECE 550  Holistic and Contemplative Teaching  3
TOTAL CREDITS  9

MINOR IN EARLY CHILDHOOD EDUCATION
(ECE 300 & 380 are required courses)
ECE 300  Foundations of Contemplative Education  3
3ECE 380  Observing Early Development I  2
(Choose any two of the following courses to complete your minor)
ECE 385  Observing Early Development II  2
ECE 410  Kindergarten Magic  2
ECE 420  Energy and Expression in the Classroom  2
ECE 430  Teaching Young Children  3
TOTAL CREDITS  9 or 10

CERTIFICATE PROGRAM
The certificate in Early Childhood Education is not a teaching certificate, 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, plus ECE 593, Issues in Education: The Mary Cukin Series, which total 17 credits. You may take the remaining 13 credits from other departments. The ECE Department would be available to advise you with your remaining course selection to further enhance your certificate program in contemplative early education.
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 Environmental Studies program features an integrated, interdisciplinary curriculum that balances science, spirit, and action. The purpose of this balance is to prepare students fully for lives dedicated to environmental work. Contemplative practice, deep ecology, and ecopsychology form the basis for a deep and transformational relationship with nature. Joining these with scientific study and action projects help students to develop the skills, courage, critical insight, and heart necessary for sustained commitment to service and transformation. Environmental Studies offers concentrations in ecology, ecopsychology, anthropology, horticulture, American Indian studies, and sustainable built environment.

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. The ecosystems 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 and exploration. In particular, we emphasize the environmental justice issues of native peoples from the United States High Plains and the nearby Southwest. The Boulder area is home to numerous environmental and educational organizations and consulting firms, providing opportunities for senior projects, internships, and opening career opportunities. Hedgerow Farm, Naropa University’s 20-acre farm, which is only eight miles from the city, offers opportunities for learning firsthand about numerous aspects of sustainable communities, from farming to restoration.

ASSESSMENT
The Environmental Studies Department includes a portfolio process in the Bachelor of Arts program. This simple yet effective format encourages students to create a document that reflects their unique learning journey at Naropa, one that 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 portfolio mentor reviews the portfolio in the spring of the junior year, and again prior to graduation as part of graduation requirements.

CURRICULUM
The Bachelor of Arts degree in Environmental Studies is composed of 36-credit hours, including 27 core courses and nine credits from one specialty area chosen from the following concentrations: American Indian studies, anthropology, ecology, ecopsychology, horticulture, and sustainable built environment.

REQUIREMENTS FOR B.A.
ENVIRONMENTAL STUDIES

Required Courses Credits
ENV 300 Nature, the Sacred and Contemplation 3
ENV 335 Ecology and Evolution 3
ENV 340 Garden World 3
ENV 500 Human Systems and Evolution 3
ENV 555 Environmental Justice 3
ENV 520 Deep Ecology in Context 3
ENV 540 Contemplative Approaches to Environmental Issues 3
ENV 530 Environmental Problem Solving 3
ENV 480 Senior Project and/or 3
ENV 550 Sustainable Communities 3
ENV 479 B.A. Portfolio 0
SUBTOTAL 27
CONCENTRATION 9
TOTAL CREDITS 36

AREAS OF CONCENTRATION
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. They offer an opportunity to specialize while also integrating the multidisciplinary curriculum required by the program.

American Indian Studies
The American Indian studies concentration 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.)

Choose nine credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 555 Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENV 563 Indigenous People and Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>NAM 565 Land, Culture &amp; Survival</td>
<td>3</td>
</tr>
<tr>
<td>NAM 535 Understanding Indigenous Science</td>
<td>3</td>
</tr>
<tr>
<td>NAM 499 Independent Study</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Anthropology

The anthropology concentration emphasizes a culture and systems perspective, sustainable adaptations among traditional cultures revealed by subsistence patterns, relationship to the natural environment, and the process of social and cultural change.

Choose nine credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 536 Nepal Arts and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANT 538 Bali Arts and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ANT 550 Cultures, Globalization &amp; Environmental Peacemaking</td>
<td>3</td>
</tr>
<tr>
<td>ANT 586 Independent Research: Nepal</td>
<td>3</td>
</tr>
<tr>
<td>ANT 588 Independent Research: Bali</td>
<td>3</td>
</tr>
<tr>
<td>ANT 499 Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td>ANT 506 India: Cultural and Historical Studies</td>
<td>3</td>
</tr>
<tr>
<td>ANT 589 International Service Learning/Independent Research: South India</td>
<td>4</td>
</tr>
<tr>
<td>NCCS 220 Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

Ecology

The ecology concentration joins the study of ecological principles, human/ecosystem interactions, and the design of ecologically sustainable communities. Students investigate general concepts and their connection to the natural world in the diverse laboratory of the Boulder bioregion.

Choose nine credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 535 Ecology &amp; Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ECO 510 Field Ecology I: Biology and Plant Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ECO 580 Field Ecology II: Physical Ecology and Ecological Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECO 560 Global Ecological Issues</td>
<td>3</td>
</tr>
<tr>
<td>ECO 499 Independent Study</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Ecopsychology

The ecopsychology concentration 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.

Choose nine credits from the following:

<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 520 Deep Ecology in Context</td>
<td>3</td>
</tr>
<tr>
<td>ENV 528 Ecopsychology Training: Waking up Together</td>
<td>3</td>
</tr>
<tr>
<td>ENV 538 Survival Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 516 Contemplative Mountaineering</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 530 Journey to the Source</td>
<td>2</td>
</tr>
<tr>
<td>PSYT 551 Ecopsychology</td>
<td>2</td>
</tr>
</tbody>
</table>

Horticulture

The horticulture concentration 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.

Choose nine credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 340 Garden World</td>
<td>3</td>
</tr>
<tr>
<td>HOR 520 Vegetable Garden</td>
<td>3</td>
</tr>
<tr>
<td>HOR 500 Landscape Design for Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>HOR 510 Agro-Ecology</td>
<td>3</td>
</tr>
<tr>
<td>HOR 499 Independent Study</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Sustainable Built Environment

The sustainable built environment concentration offers education for meaningful work and lives. The curriculum offers opportunities to engage issues inherent in transforming the relationship between humans and the built environment, as well as hands-on training.

Choose nine credits from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBE 500 Construction Fundamentals/Green Building</td>
<td>3</td>
</tr>
<tr>
<td>SBE 520 Indigenous Approaches to Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SBE 510 Environmental Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>SBE 499 Independent Study</td>
<td>1-4</td>
</tr>
</tbody>
</table>

NOTE: Environmental Studies majors may not use a core course for fulfillment of a minor or specialty area. Students from other departments may use a core class if listed to fulfill their minor in our department.

MINOR IN ENVIRONMENTAL STUDIES

(American Indian Studies, Anthropology, Ecology, Ecopsychology, Horticulture, or Sustainable Built Environment)

Students from other departments may minor in Environmental Studies by selecting three of the core courses required for the major. They may also minor in any of the concentration areas by taking 9 credits in any one area.

Environmental Studies students may select a minor in a different department, or select a second concentration area as listed above as their minor.
InterArts Studies

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

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. Study abroad and international experience can serve as a valuable complement to a student's academic journey. Students are encouraged to apply to Naropa's programs in Bali, India, Nepal, and Prague.

Formal and informal performance opportunities and workshops featuring visiting artists support each student's unique journey. Mentoring sessions with the faculty help to 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 performance.

CORE AREAS OF STUDY

1. Discipline-Specific Training

Foundation work in music, dance, and theater. Students are offered work in physical theater, musicianship, 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 improvisation focus on the cultivation of awareness in creative statement 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 includes Nancy Stark Smith, Steve Cloreleine, Ruth Zoarrah, Suprapto Suryodarmo, Laura Simms, Meredith Monk, Pauline Oliveros, Gemal Tunas Mekar, Art Lande, and Nguyen Le.

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, cultural, historical, and contemplative perspectives on the creative process.

6. Performance

Students are encouraged to present their work in a variety of settings including coffeehouses, 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 all aspects of theater design and production.

ASSESSMENT

InterArts assessment is done by means of a portfolio process. For students of all InterArts tracks, this portfolio includes:

1. Supplementary Questionnaire (from entrance application)
2. Paper of student's choice from an arts and culture or history class
3. Video of Senior Project or Recital
4. Senior Questionnaire

Additional portfolio contents may be required by the specific tracks.
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. In a spirit of cooperation and collaboration, we explore contemplative approaches to training body, speech, and mind. We train in authenticity and genuineness of statement 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.

A theater major is welcome to study through any of the Study Abroad Programs and bring this learning to fruition within his/her senior project.

Assessment

To satisfy the senior project requirement, students develop a performance and document the rehearsal process with an accompanying paper. Projects have included original theater work, traditional plays, and interdisciplinary performances.

REQUIREMENTS FOR B.A. INTERARTS STUDIES: THEATER

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 3
IAR 380 Creative Process I: Improvisation 3
IAR 420 Creative Process II: Composition 3
Acting Labs: Special Topics
Fall: THR 503W, THR 504W, THR 507W, THR 508W
Spring: THR 532W, THR 534W, THR 537W, THR 538W
(labs & electives may be taken in fall, spring, or summer)

THR 499 Independent Study: Senior Project 1

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 I 3
MUS 597 Private Voice Lessons 3

Choose one of the following:

IAR 470 Creative Process II: Performance Studies 3
THR 511 Performance Practicum 3

Choose one of the following:

IAR 355 History & Contexts of Contemporary Arts I 3
IAR 360 History & Contexts of Contemporary Arts II 3

TOTAL CREDITS 36

MINOR IN THEATER

Required Courses

Courses Credits
THR 560 Mudra Space Awareness 3
THR 511 Performance Practicum 3

Choose three credits from the following:

Courses Credits
THR 520 Basic Acting 3
THR 540 Character Acting 3
THR 500 Actor’s Journey: Fool’s Caper 2
Or other THR or IAR course(s)

TOTAL CREDITS 9

CERTIFICATE PROGRAM IN THEATER

Courses Credits
THR 380 Director’s Lab 3
or
THR 480 Directed Project 3
Acting Labs (1 credit each) 3
THR 503W, THR 504W, THR 507W, THR 508W, THR 533W, THR 534W, THR 537W, THR 538W
THR 520 Basic Acting 3
or
THR 540 Character Acting 3
THR 560* Mudra Space Awareness 3
*Fulfills contemplative requirement
THR 550 Voice and Sound I 3
THR 511 Performance Practicum 3

SUBTOTAL 18
General Electives 12
TOTAL CREDITS 30

CONCENTRATION IN DANCE

The dance concentration serves a community of young artists investigating the traditions of dance, movement studies, and personal creative process. Whether a student is primarily interested in practicing dance as an art form, or as a tool for working empathetically with others, the dance concentration provides the ground for exploring the creative process.

A dance major is welcome to study through any of the Study Abroad Programs and bring this learning to fruition within his/her senior project.

Assessment

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 IAR 470 Creative Process III: Performance Studies or IAR 499 Independent Study. If students choose to go on Naropa University's Bali program, students may take ANT 588 Independent Study to satisfy their independent study senior project.
### REQUIREMENTS FOR B.A. INTERARTS STUDIES: DANCE

#### Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 380 Creative Process I: Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>IAR 420 Creative Process II: Composition</td>
<td>3</td>
</tr>
<tr>
<td>IAR 370 Theater Design and Production</td>
<td>3</td>
</tr>
<tr>
<td>DAN 550 Body-Mind Centering I: Foundation &amp; Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>IAR 506 * Contemplative Dance Practice</td>
<td>1.5</td>
</tr>
</tbody>
</table>

*Required contemplative credit

Choose three of the following (to total nine credits):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 310 Contemporary Dance Foundations</td>
<td>3</td>
</tr>
<tr>
<td>DAN 350 Beginning Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN 400 Intermediate Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN 554 Intermediate/Advanced Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 500 Kinesiology: Embodying the Study of Movement</td>
<td>3</td>
</tr>
<tr>
<td>DAN 570 Body-Mind Centering II: Anatomy &amp; Kinesiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 410 Dance of African Movement</td>
<td>3</td>
</tr>
<tr>
<td>DAN 322 The Powers of World Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN 508 Ballinese Dance (Study Abroad)</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 355 History &amp; Contexts of Contemporary Arts I</td>
<td>3</td>
</tr>
<tr>
<td>IAR 360 History &amp; Contexts of Contemporary Arts II</td>
<td>3</td>
</tr>
<tr>
<td>DAN 319 Dance History</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR Acting Labs (1 credit each)</td>
<td>2</td>
</tr>
<tr>
<td>IAR 410W Creative Process: Guest Artist</td>
<td>2</td>
</tr>
<tr>
<td>IAR 450 New Repertory Performance Project Not Two Not One (summer class not offered in '02/'03)</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 470 Creative Process III: Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>IAR 484 Special Topics: Advanced Improvisation</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 38

### CERTIFICATE PROGRAM IN DANCE

#### Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 380 Creative Process I: Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>IAR 420 Creative Process II: Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 310 Contemporary Dance Foundations</td>
<td>3</td>
</tr>
<tr>
<td>DAN 350, 400, 554 Beginning Dance, Intermediate Dance, Intermediate/Advanced Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 550 Body-Mind Centering I: Foundation &amp; Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>DAN 570 Body-Mind Centering II: Anatomy &amp; Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>DAN 500 Kinesiology: Embodying the Study of Movement</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 355 History and Contexts of Contemporary Arts I</td>
<td>3</td>
</tr>
<tr>
<td>IAR 360 History and Contexts of Contemporary Arts II</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUBTOTAL**: 21

**TOTAL CREDITS**: 30

### CONCENTRATION IN DANCE THERAPY

The dance therapy concentration immerses students in a well-rounded dance program in preparation for entrance into a Master of Arts Somatic Psychotherapy program. Additional requirements include somatic psychology, dance/movement therapy and psychology courses.

**Assessment**

Senior Project reflects the culmination of a student's interest in dance and dance therapy and may be a performance, teaching a workshop or class, or a research paper. The student selects a faculty mentor to work with on the project.

**REQUIREMENTS FOR B.A. INTERARTS STUDIES: DANCE THERAPY**

#### Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 380 Creative Process I: Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>IAR 420 Creative Process II: Composition</td>
<td>3</td>
</tr>
<tr>
<td>DAN 550 Body-Mind Centering I: Foundation &amp; Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>DAN 326 Intro to Dance Therapy</td>
<td>2</td>
</tr>
<tr>
<td>DAN 520 Authentic Movement</td>
<td>2</td>
</tr>
<tr>
<td>DAN 500 Kinesiology: Embodying the Study of Movement</td>
<td>3</td>
</tr>
<tr>
<td>IAR 506 Contemplative Dance Practice</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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68 Undergraduate Academic Programs: InterArts Studies
Choose two the following:
- DAN 310 Contemporary Dance Foundations 3
- DAN 350 Beginning Dance 3
- DAN 400 Intermediate Dance 3
- DAN 554 Intermediate/Advanced Dance 3

Choose one of the following:
- DAN 319 Dance History 1
- IAR 355 History & Contexts of Contemporary Arts I 3

Choose one of the following:
- DAN 410 Dance of African Movement 3
- DAN 322 The Powers of World Dance 3

Required Psychology Courses
- PSY 320 Intro to Psychology 3
- PSY 420 Abnormal Psychology 3
- PSY 587 Expressive Arts II 3

Total Credits 38

CERTIFICATE PROGRAM IN DANCE THERAPY
This certificate program is designed to provide an introductory and well-rounded preparation for the study of dance therapy and can satisfy the entrance requirements for a Master of Arts program.

Required Courses Credits
- DAN 350 Body-Mind Centering I: Foundation & Anatomy 3
- DAN 500 Kinesiology: Embodying the Study of Movement 3
- IAR 380 Creative Process: Improvisation 3
- IAR 420 Creative Process: Composition 3
- DAN 326 Introduction to Dance Therapy 2
- DAN 520 Authentic Movement 2
- IAR 506 Contemplative Dance Practice 1.5
- PSY 320 Introduction to Psychology 3
- PSY 420 Abnormal Psychology 3
- PSY 587 Expressive Arts II 3

Choose two of the following:
- DAN 310, 350, 400, 554 6

Contemporary Dance Foundations, Beginning Dance, Intermediate Dance, Intermediate/Advanced Dance

Choose 1-3 credits from the following:
- DAN 319 Dance History 1
- IAR 355 History and Contexts of Contemporary Arts I 3

General Electives 0-2
Total Credits 31.5

MINOR IN INTERARTS: DANCE THERAPY
- DAN 326 Introduction to Dance Therapy 2
- DAN 520 Authentic Movement 2
- IAR 380 Creative Process: Improvisation 3
- DAN 350 Body-Mind Centering I: Foundation & Anatomy 3

Total Credits 10

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.

Assessment
Most projects take the form of a recital that features the depth and breadth of each student's creative work. Projects may also take the form of a research paper, recording, service project or other medium.

REQUIREMENTS FOR B.A. INTERARTS STUDIES: MUSIC

Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<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: Intro. to Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>MUS 597 Private Music Lessons</td>
<td>6-7</td>
</tr>
</tbody>
</table>

Choose one of the following:
- IAR 355 History and Contexts of Contemporary Arts I 3
- IAR 360 History and Contexts of Contemporary Arts II 3
- MUS 555 Introduction to World Music 3
- MUS 350 Listening to Jazz 3

Choose one of the following:
- MUS 585 Recording Studio II: Technology and Creativity 3
- MUS 400 Composition 3
- IAR 420 Creative Process II: Composition 3

Choose one of the following:
- MUS 503 Afro-pop Ensemble (not offered '02-'03) 2
- MUS 505 Balinese Gamelan Orchestra 2
- MUS 508 Shambhala Chorus (not offered '02-'03) 3
- MUS 515 Music of Africa 3
- MUS 535 Jazz Ensemble 2
- MUS 530 African Marimba Ensemble 2
- MUS 548 Balinese Gamelan Orchestra (Study Abroad) 2

Total Credits 36
MINOR IN MUSIC
Choose one of the following basic skills courses:
- MUS 500 Ear Training I 3
- MUS 550 Musicianship I 3

Choose one of the following history courses:
- MUS 300 Music Appreciation 3
- MUS 350 Listening to Jazz 3
- MUS 555 Introduction to World Music 3

Choose one of the following creative process courses:
- 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 (Study Abroad) 2
- MUS 546 Nepali Music (Study Abroad) 2
- ART 504 South Indian Arts Practicum (Study Abroad) 2

As needed:
- MUS 597 Private Music Lessons 1–2

TOTAL CREDITS 9

CERTIFICATE PROGRAM IN MUSIC
Courses Credits
- MUS 300 Music Appreciation 3
- MUS 500 Ear Training I 3
- MUS 550 & 560 Musicianship I, II 6
- MUS 597 Private Music Lessons 2
- Music Elective 3

Total Music Credits 17

Elective Credits 13

TOTAL CREDITS 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.

Study Abroad
Credits from any Study Abroad Program can be considered toward fulfillment of this track.

Assessment
Students in this concentration follow the portfolio assessment guidelines of the InterArts major. Emphasis is placed on the Senior Performance, its process and presentation. Along with the general InterArts submissions to the portfolio, a video of this performance is placed on file.

REQUIREMENTS FOR B.A.
INTERARTS STUDIES: INTERDISCIPLINARY PERFORMANCE

Required Courses

Courses Credits
- IAR 380 Creative Process: Improvisation 3
- IAR 420 Creative Process: Composition 3
- IAR 470 Creative Process: Performance Studies 3
- or
- IAR 499 Independent Study: Performance Studies 3
- IAR 355 History and Contexts of Contemporary Arts I 3
- IAR 360 History and Contexts of Contemporary Arts II 3
- IAR 370 Theater Production and Design Courses selected from the dance, theater, and music tracks 22

TOTAL CREDITS 40
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 B.A. include:

“Social Ecology”
“Alive!: Yoga and Raw Foods”
“Buddhism and Social Activism”
“Spirituality and Female Sexuality”
“Intercultural Psychology and the Expressive Arts”

ASSESSMENT

Assessment of student cumulative interdisciplinary learning to determine graduation from Interdisciplinary Studies is done by each student’s Individual Advisory Committee (IAC) (described below), constituted under the auspices of INTD 480 (“Senior Project”) in the final semester.

VISION STATEMENT

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 the individualized program is sculpted in conjunction with the program director. The essay and wish list 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 2.5.
- There is no minor requirement.
- Individualized plans may incorporate up to nine credits of distance learning and up to nine credits of independent study (with formal student-instructor contracts).
- The major may incorporate Study Abroad Programs with prior approval from the Office of International Education, however, not during the first or final semester at Naropa.

REQURED COURSES

INTD 305 Interdisciplinary Seminar must be taken as soon as possible upon entrance into the INTD major. This three-credit course uses a seminar format to explore a topic from an interdisciplinary perspective; to explore interdisciplinary itself as a formal method and educational philosophy; and to provide an opportunity to meet and share with other INTD majors.

The Individual Advisory Committee (IAC) must be formed by the final semester. Within the advisory 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 the 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 goal of this contact is to produce a culminating public performance, scholarly thesis, process paper, multimedia project, non-profit proposal, curriculum, and/or some other agreed-upon demonstration that interdisciplinary goals have been achieved.
Religious Studies

The Department of Religious Studies offers courses of study that 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 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.

In the Religious Studies program, students explore religion in a variety of ways, with an emphasis upon the statement 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 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. Study abroad and international experience can serve as a unique and valuable complement to a student's academic journey. Students are encouraged to apply for Naropa's programs in Nepal, India, and Bali.

ASSESSMENT
B.A. Culminating Project: All majors take a two course series of REL 479 and 489 (Senior Project I and II) during their final year. During this class students complete a final paper or project that focuses on integrating and expressing their Naropa journey.

REQUIREMENTS FOR B.A. RELIGIOUS STUDIES

Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 340</td>
<td>B.A. Meditation Practicum I</td>
</tr>
<tr>
<td>REL 305</td>
<td>Religion in Human Experience</td>
</tr>
<tr>
<td>REL 479 &amp; 489</td>
<td>Senior Project I and II</td>
</tr>
</tbody>
</table>

Choose nine credits from the following Religious Traditions Courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 525</td>
<td>Contemplative Christianity</td>
</tr>
<tr>
<td>REL 530</td>
<td>Contemplative Hinduism</td>
</tr>
<tr>
<td>REL 540</td>
<td>Zen Buddhism</td>
</tr>
<tr>
<td>REL 529</td>
<td>World Wisdom: The Jewish Experience</td>
</tr>
<tr>
<td></td>
<td>or REL 535</td>
</tr>
<tr>
<td></td>
<td>REL 545</td>
</tr>
<tr>
<td></td>
<td>REL 531</td>
</tr>
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</table>

Choose 18 credits from the following three categories:

**CONTEMPORARY ISSUES IN RELIGION**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NCCZ 300</td>
<td>Engaging the World</td>
</tr>
<tr>
<td>NCCS 325</td>
<td>Gender Savvy in Contemporary Religion</td>
</tr>
<tr>
<td>REL 425</td>
<td>Buddhism in America</td>
</tr>
<tr>
<td>REL 585</td>
<td>Spiritual Modes of Social Action</td>
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</table>

**CONTEMPLATIVE PRACTICE**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>REL 547</td>
<td>Month Long Meditation Intensive</td>
</tr>
<tr>
<td>REL 350</td>
<td>B.A. Meditation Practicum II</td>
</tr>
<tr>
<td>REL 403</td>
<td>Spirituality and Creative Expression Extended Studies mediation weekends (various traditions)</td>
</tr>
<tr>
<td></td>
<td>Traditional Eastern Arts electives (Shambhala meditation, yoga, t'ai-chi ch'uan, aikido, kyudo, or ikebana)</td>
</tr>
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</table>

**BUDDHISM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REL 350</td>
<td>B.A. Meditation Practicum II</td>
</tr>
<tr>
<td>REL 320</td>
<td>Foundations of Buddhism</td>
</tr>
<tr>
<td>REL 415</td>
<td>Mahayana Buddhism: The Path of Compassion</td>
</tr>
<tr>
<td>REL 434</td>
<td>Tibetan Buddhism</td>
</tr>
<tr>
<td>REL 425</td>
<td>Buddhism in America</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

36

**MINOR IN SANSKRIT OR TIBETAN**

Normally, students are not able to fulfill their minor requirement through courses that are offered in their major department. However, Religious Studies majors may take either Sanskrit or Tibetan to fulfill their minor requirement. A sequence of four courses (4 credits each) is offered in each language. The requirement of the minor is to take the first three of these four courses. However, students are encouraged to consider taking the fourth semester of the language as an elective. Students who have completed all four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship Program, which provides funding for a year (or more) for further Tibetan language training with the Translation Committee after they graduate. Students considering participation in the Study Abroad Programs should begin language study at the beginning of their sophomore year and plan to take Study Abroad in the spring of their junior year.

Sanskrit I-III 12 credits
or Tibetan I-III 12 credits

**TOTAL CREDITS**

12
### MINOR IN RELIGIOUS STUDIES

**Required Course**
- REL 305 Religion in 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 B.A. Meditation Practicum I 3
- REL 350 B.A. Meditation Practicum II 3
- REL 501W Theravada Vipassana Weekend 1
- REL 504W Breeze of Simplicity: Introduction to Tibetan Buddhism 3
- REL 525 Contemplative Christianity 3
- REL 529 World Wisdom: The Jewish Experience 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 certificate 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.

**Required Courses**
- REL 340 B.A. Meditation Practicum I 3
- REL 305 Religion in Human Experience 3

**Choose the following from the course guide:**
- Three Religious Traditions electives 9
- Three Buddhism electives 9
- Two General B.A. electives 6

**TOTAL CREDITS** 30

### STUDY ABROAD

Those courses of the Study Abroad Programs that relate directly to Religious Studies can be used to fulfill the requirements of a Religious Studies major. Eight or nine credits can be applied to the major in this way. The qualifying courses are as follows:

**Bali:**
- ANT 538 Bali Arts and Culture 4
- REL 508 Meditation Practicum: Bali and either
- ART 568 Balinese Painting 3
  or
- DAN 508 Balinese Dance 2

**TOTAL CREDITS** 8

**Nepal:**
- REL 526 Buddhist Traditions: Nepal 4
- REL 506 Meditation Practicum: Nepal 1
- ANT 536 Nepal Arts and Culture 3

**TOTAL CREDITS** 8

**South India:**
- REL 509 Religious & Philosophical Foundations of India 4
- REL 517 Contemplative Practices: Yoga and Meditation 1
- REL 528 Sacred Sounds of Sanskrit 1
- ANT 506 India: Cultural and Historical Studies 3

**TOTAL CREDITS** 9

* Due to the uncertainty of the international situation, please check the Naropa website for updates on Study Abroad Programs.
Traditional Eastern Arts

"Joining heaven and earth—
Stilling the whirlpools of the mind."

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'uan, aikido, and yoga. Students are encouraged to bring the essence of that discipline into alignment with other areas of life such as livelihood, health, creative statement, and being a member of the larger community. This is what is called learning to embody a contemplative way of life. Although we do not expect mastery at the B.A. level, this program trains and encourages students to develop practice and discipline as a way of life.

The Traditional Eastern Arts Department also offers classes in Shambhala meditation, kyudo (Zen archery), and ikebana (Japanese flower arranging).

SITTING MEDITATION

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.

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.

ASSESSMENT

Student learning is assessed using a student portfolio process. Students develop a portfolio at the beginning of their junior year and maintain it through the course of the program. The portfolio includes papers, competency checklists, a self-evaluation, and other relevant documents and works. During the spring semester students meet with faculty to show their work and get feedback.

Senior colloquium is required in the last 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.

AREAS OF CONCENTRATION

There are two tracks for each area of concentration. Track One is for students entering Naropa University for the first time in their junior year. Track Two is for students entering the program from the lower division and who may have had prior Traditional Eastern Arts credits. Students in both tracks must enroll in classes of their area of concentration in each of the four upper-division semesters.

T'ai-chi ch'uan

"Whoever practices t'ai-chi ch'uan, correctly and regularly, twice a day over a period of time will gain the pliability of a child, the health of a lumberjack, and the peace of mind of a sage."

—Grand Master Cheng Man-Ch'ing

T'ai-chi ch'uan is translated as "the supreme ultimate system of self-defense." It is a moving meditation, an ancient Chinese exercise consisting of slow, relaxed movements. For the body, it is an exercise. For the mind, it is a study in concentration and will power. It is a profound preventative and curative system of Chinese medicine.

The exercise consists of 37 movements that 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'i, the intrinsic energy that animates all living phenomena, plays a central role in the training. Tension interferes with the flow of ch'i in our bodies, and the purpose of t'ai-chi ch'uan is to restore the normal flow of ch'i by dissolving this tension. The short form, yang style of Grand Master Cheng Man-Ch'ing, is taught.
### TRACK ONE T'AI-CHI CH'UAN

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>TRA 532</td>
<td>Exploring the Traditional Eastern Arts</td>
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</tr>
<tr>
<td>TRA 505</td>
<td>T'ai-chi Ch'uan I</td>
<td>3</td>
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<tr>
<td>TRA 500</td>
<td>Shambhala Meditation Practicum I</td>
<td>3</td>
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#### Junior year, spring

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<th>Credits</th>
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<tbody>
<tr>
<td>TRA 525</td>
<td>T'ai-chi Ch'uan II</td>
<td>3</td>
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<tr>
<td>NCCW 210</td>
<td>The Tao: Lao Tzu, Confucius, and The I Ching</td>
<td>3</td>
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<tr>
<td>TRA 580</td>
<td>Shambhala Meditation Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>REL 403</td>
<td>Spirituality &amp; Creative Expression</td>
<td>3</td>
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#### Senior year, fall

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<tr>
<td>OOR</td>
<td>T'ai-chi Ch'uan III</td>
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<td>PSYB 566</td>
<td>Chinese Energetics</td>
<td>2</td>
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<tr>
<td>ART 537</td>
<td>Brush Stroke</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 526</td>
<td>Jin Shin I</td>
<td>2</td>
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#### Senior year, spring

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<tr>
<td>OOR</td>
<td>T'ai-chi Ch'uan IV</td>
<td>2</td>
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<tr>
<td>TRA 589</td>
<td>Senior Colloquium</td>
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<tr>
<td>REL 540</td>
<td>Zen Buddhism</td>
<td>3</td>
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<td>TBA or REL 552W</td>
<td>Qi Gong or Zen Intensive</td>
<td>1</td>
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<td><strong>SUBTOTAL</strong></td>
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**TOTAL REQUIRED CREDITS**: **36**

### TRACK TWO T'AI-CHI CH'UAN

#### Junior year, fall

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<td>Exploring the Traditional Eastern Arts</td>
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<tr>
<td>OOR</td>
<td>T'ai-chi Ch'uan V</td>
<td>2</td>
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<tr>
<td>TRA 500</td>
<td>Shambhala Meditation Practicum I</td>
<td>3</td>
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#### Junior year, spring

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OOR</td>
<td>T'ai-chi Ch'uan VI</td>
<td>2</td>
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<tr>
<td>NCCW 210</td>
<td>The Tao: Lao Tzu, Confucius, and The I Ching</td>
<td>3</td>
</tr>
<tr>
<td>TRA 580</td>
<td>Shambhala Meditation Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>OOR</td>
<td>T'ai-chi Ch'uan Camp</td>
<td>1</td>
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<td>REL 403</td>
<td>Spirituality &amp; Creative Expression</td>
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#### Senior year, fall

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<td>T'ai-chi Ch'uan VII</td>
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<td>ART 537</td>
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<tr>
<td>PSYB 526</td>
<td>Jin Shin I</td>
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#### Senior year, spring

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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>OOR</td>
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<td>TRA</td>
<td>Teaching Assistant</td>
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<td>TRA 589</td>
<td>Senior Colloquium</td>
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<td>Zen Buddhism</td>
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<td>Qi Gong or Zen Intensive</td>
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<td><strong>SUBTOTAL</strong></td>
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<td><strong>8</strong></td>
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</tbody>
</table>

**TOTAL REQUIRED CREDITS**: **36**

### 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, Moreheii Ueshiba, aikido founder

The roots and trunk of aikido stand in the soil of the great warrior tradition buido, 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.

### TRACK ONE AIKIDO

#### Junior year, fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>TRA 532</td>
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<tr>
<td>TRA 510</td>
<td>Aikido I</td>
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<td>TRA 500</td>
<td>Shambhala Meditation Practicum I</td>
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<tr>
<td>NCCX 300</td>
<td>Anatomy: Learning through the Senses</td>
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#### Junior year, spring

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<tr>
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<tr>
<td>TRA 520</td>
<td>Iekana I</td>
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<tr>
<td>TRA 499</td>
<td>Independent Study: History, Philosophy</td>
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<tr>
<td>REL 403</td>
<td>Spirituality &amp; Creative Expression</td>
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<td>OOR</td>
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<td>OOR</td>
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#### Senior year, fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>TRA 550</td>
<td>Aikido III</td>
<td>3</td>
</tr>
<tr>
<td>REL 540</td>
<td>Zen Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>OOR</td>
<td>Seminar – Ikeda Sensei</td>
<td>0.5</td>
</tr>
<tr>
<td>OOR</td>
<td>Seminar – Saotome Sensei</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
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#### Senior year, spring

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<thead>
<tr>
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<tr>
<td>OOR</td>
<td>Aikido IV</td>
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<td>OOR</td>
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<tr>
<td>TRA 589</td>
<td>Senior Colloquium</td>
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<tr>
<td>TRA 513</td>
<td>Kyudo</td>
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<td><strong>SUBTOTAL</strong></td>
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**TOTAL CREDITS**: **36**
## TRACK TWO AIKIDO

### Junior year, fall
- TRA 532 Exploring the Traditional Eastern Arts 2
- OOR Aikido V 2
- TRA 500 Shambhala Meditation Practicum I 3
- NCCX 300 Anatomy: Learning through the Senses 3
- OOR Seminar – Satoome Sensei 0.5
- SUBTOTAL 10.5

### Junior year, spring
- OOR Aikido VI 2
- TRA 520 Ikeda I 3
- TRA 499 Independent Study; History, Philosophy 1
- REL 403 Spirituality & Creative Expression 3
- OOR Seminar – Ikeda Sensei 0.5
- OOR Aikido Summer Camp 1
- SUBTOTAL 10.5

### Senior year, fall
- OOR Aikido VII 2
- REL 540 Zen Buddhism 3
- OOR Seminar – Ikeda Sensei 0.5
- ART 537 Brush Stroke I 3
- SUBTOTAL 8.5

### Senior year, spring
- OOR Aikido VIII 2
- OOR Seminar – Ikeda Sensei 0.5
- TRA 589 Senior Colloquium 1
- TRA 513 Kyudo 3
- SUBTOTAL 6.5
- TOTAL CREDITS 36

### Yoga

> “Yoga chitta vritti naradha. 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, subtle energy. Yoga practice aims toward 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 from a traditional full-spectrum system including a full variety of practices from yoga poses to advanced concentration.

## TRACK TWO YOGA

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

### Junior year, spring
- TRA 535 Yoga II 3
- TRA 580 Shambhala Meditation Practicum II 3
- TRA 499 Independent Study 1
- SUBTOTAL 7

### Senior year, fall
- TRA 555 Yoga III 3
- TBA Yoga History, Theory, & Philosophy 3
- REL 507 Sanskrit I 4
- SUBTOTAL 10

### Senior year, spring
- TRA 575 Yoga IV 2
- TRA 589 Senior Colloquium 1
- TBA Yoga Meditation Practicum 3
- TBA Indian Devotional Singing & Ragas 2
- SUBTOTAL 8
- 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 focus on one awareness discipline.
Visual Arts

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

Using sitting meditation and traditional as well as modern art disciplines from many cultures, the Visual Arts Department provides a context for exploring mind and phenomena. Disciplines are studied, not just as artistic techniques, but also as expressions of innate wakefulness. Uncovering one's inner awareness through the practice of art and meditation can reveal 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 practical and profound. Artistic creation, as a statement of one's true nature, further develops an understanding of one's place within the world, and thus illuminates the ordinary practicalities of how we live.

CURRICULUM

The Visual Arts curriculum includes courses that explore the creative process and artistic statement. Studio classes offer training in drawing, watercolor, figure drawing, painting, color theory, brush stroke, Tibetan thangka painting, calligraphy, book arts, and sculpture. These are complemented by courses surveying world art history and ongoing discussions exploring the creative process. Students are also encouraged to apply for Naropa's programs in Bali, Nepal, and India. Study abroad and international experiences can serve as unique and valuable complements to a student's academic journey.

ASSESSMENT

Throughout the program, students are encouraged to practice sitting meditation with guidance from faculty members.

The senior year culminates in a portfolio presentation and an exhibition of student art in the Naropa Gallery, which draws viewers from the Boulder/Denver area.

REQUIREMENTS FOR B.A. VISUAL ARTS

Choose 18 credits from the following: (All are 3 credit courses with the exceptions of ART 499 available for 1–3 credits, and ART 566, which is 2 credits. Some extended studies courses may be taken for credit with permission of the Visual Arts Department Chair. *Some courses are offered in Bali and Nepal through the Office of International Education’s Study Abroad Program.)

ART 499 Independent Study
ART 502 Pottery from the Earth
ART 511 Mixed Media
ART 515 Watercolor
ART 520 Calligraphy & Book Arts
ART 533, 543, 553, 563
ART 537, 547, 557, 567
Thangka Painting I, II, III, IV
ART 540 Sculpture
ART 545, 565
Painting I & II
ART 555, 575
Figure Drawing I & II
ART 566 Tibetan Scroll Painting: Nepal*
ART 568 Balinese Batik; Bali*
ART 578 Balinese Mask Carving: Bali*
IAR 355 History & Contexts of Contemporary Arts: Contemplative Perspectives I
IAR 360 History & Contexts of Contemporary Arts: Contemplative Perspectives II
NCCA 205 Thinking Photography: Mapping Memory
NCCS 200 Identity & Representation:
NCCX 210 Botanical Arts: Doing Science through Art
NCCZ 320 Moving Images: So You Want to Make a Movie

SUBTOTAL 18
TOTAL CREDITS 37

VISUAL ARTS MINOR

To minor in Visual Arts, students must complete 9 credits from visual arts course offerings. Art history courses are recommended.

CERTIFICATE PROGRAM IN VISUAL ARTS

For a certificate in Visual Arts, students must complete 24 credits from Visual Arts course offerings. The remaining 6 credits may be taken either from the Visual Arts Department or other approved departments. A mix of studio and art history courses is highly recommended.
THE JACK KEROUAC SCHOOL OF DISEMBODIED POETICS

Naropa University's Department of Writing and Poetics aspires to the classical Greek akademeia, 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 conjuers the contemplative 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 Jack Kerouac School was founded at Naropa in 1974 by Allen Ginsberg and Anne Waldman. The school comprises the Department of Writing and Poetics, which administers its degree programs, and the Summer Writing Program. The Kerouac School has as its mission the education of students as knowledgeable practitioners of the literary arts. Its objectives toward that mission include encouraging a disciplined practice of writing and cultivating an historical and cultural awareness of literary studies. Creative writing as a contemplative practice is informed by the view that one can continuously open to "big mind" for freshness and inspiration.

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. Students may take classes through The Harry Smith Printshop, which features a Chandler and Price platen press and a smaller proof press. Bombay Gin, the literary magazine of the department, is edited each year by a board of our students. Students also participate in community readings and performances, and, through Project Outreach, develop workshop-teaching skills in local schools and institutions. For more information on the special features of the Writing and Poetics Department, please see the M.F.A. section of this catalog.

CURRICULUM

The Bachelor of Arts in Writing and Literature is a 36-credit major with a curriculum that 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. This 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.

Writing workshops train in various modes of verse and prose composition. Each semester the department offers at least two undergraduate writing workshops. These workshops include writing poetry, writing fiction, the expository essay. In writing workshops, students refine their ability to convey present thought, feeling, and observation in direct language and with an active sense of form.

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 African prose, and eco-literature. All literature classes require critical papers in standard academic format.

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.

ASSESSMENT

The final 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.)
REQUIREMENTS FOR B.A. WRITING AND LITERATURE

Writing Workshops: 15 credits required
Three credits must be earned in lower division or as transfer credit (see "Declaration of Major" section of this catalog for more information).

All courses are three credits each.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WRI 365A</td>
<td>Reading and Writing Workshop: Playing with Text/Text at Play</td>
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<tr>
<td>WRI 365B</td>
<td>Reading and Writing Workshop: Wild Form</td>
<td></td>
</tr>
<tr>
<td>WRI 360</td>
<td>Writing Poetry: The Sky Is Not a Mirror</td>
<td></td>
</tr>
<tr>
<td>WRI 361</td>
<td>Writing Fiction: Short Short Stories</td>
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<tr>
<td>WRI 407</td>
<td>B.A. Creative Writing for Non-Majors</td>
<td></td>
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<tr>
<td>WRI 418A</td>
<td>Reading and Writing Workshop: Beatnik 101</td>
<td></td>
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<tr>
<td>WRI 418B</td>
<td>Reading and Writing Workshop: A Sense of Measure</td>
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<td>WRI 420</td>
<td>Writing Poetry: You Do It</td>
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<tr>
<td>WRI 475</td>
<td>B.A. Manuscript and Thesis Workshop (final semester)</td>
<td></td>
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<tr>
<td>WRI 512</td>
<td>Practice of Translation</td>
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</tr>
<tr>
<td>WRI 540</td>
<td>The Expository Essay</td>
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</tbody>
</table>

Literature Courses: 18 credits required
Six credits must be earned in lower division or as transfer credit (see "Declaration of Major" section of this catalog for more information).

All courses are three credits each.

<table>
<thead>
<tr>
<th>Course Number</th>
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</thead>
<tbody>
<tr>
<td>WRI 365A</td>
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<td>WRI 365B</td>
<td>Reading and Writing Workshop: Wild Form</td>
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<td>WRI 418A</td>
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<td>WRI 418B</td>
<td>Reading and Writing Workshop: A Sense of Measure</td>
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<tr>
<td>WRI 512</td>
<td>Practice of Translation</td>
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<tr>
<td>WRI 513A</td>
<td>Literature Seminar: Beyond the Harlem Renaissance</td>
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<td>WRI 513B</td>
<td>Literature Seminar: Looking through French Windows</td>
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<td>WRI 515</td>
<td>Trends in Contemporary Literature: Introduction to Critical Theory</td>
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<td>WRI 529</td>
<td>Contemplative Poetics</td>
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<td>WRI 540</td>
<td>The Expository Essay</td>
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<td>WRI 543</td>
<td>Literature Seminar: Three Extraordinary Women</td>
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<td>WRI 535</td>
<td>Trends in Contemporary Lit.: Introduction to Feminist Criticism</td>
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<td>WRI 580</td>
<td>Eco-Literature</td>
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Final Manuscript and Critical Thesis

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<td>WRI 475</td>
<td>Final Manuscript and Critical Thesis</td>
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*Note: no extensions are available in the B.A. 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. See the "Special Programs" section of this catalog for more information.

Electives

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<td>WRI 519W</td>
<td>Writer's Practicum: Designing a Writing Workshop</td>
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<td>WRI 546W</td>
<td>Poetry Practicum: Small Press</td>
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<td>WRI 530W</td>
<td>Writer's Practicum: All the World's a Stage</td>
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<td>WRI 547W</td>
<td>Prose Practicum: TBA</td>
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<td>WRI 581</td>
<td>Project Outreach</td>
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<td>WRI 582</td>
<td>Letterpress Printing: The Well-Dressed Word</td>
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<tr>
<td>WRI 583</td>
<td>Letterpress Printing: First Impressions</td>
<td>3</td>
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MINOR IN WRITING AND POETICS
Students who want to minor in Writing and Literature must select one of the following four combinations. Consult "Requirements" (above) for a list of writing workshop and literature courses. No final manuscript is required for the minor.

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

* WRI 407 "B.A. Creative Writing for Non-Majors" fulfills three credit hours of writing for the minor.
The Religious Studies Department: Master of Arts Degree Programs

The Department of Religious Studies offers degrees that 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 of study are drawn from the academic disciplines of the history of religions and Buddhist theology, 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.

The M.A. in Engaged Buddhism is designed especially for those interested in meditation practice combined with activism and change agency. The M.A. in Indo-Tibetan Buddhism is an in-depth study of Tibetan Buddhism and its Indian roots, with a balance between study and the practice of meditation. Students in these two tracts seek personal enrichment and career enhancement through systematic study of Buddhism and applied meditation. Both of these degrees are also an excellent foundation for advanced degree study, as well as preparation for careers in nonprofit agencies, dharma centers, secondary school teaching, and social service.

The Master of Arts in Religious Studies is a new degree adapted from our previous M.A. in Buddhist Studies, Contemplative Religion emphasis. This degree is especially designed for the non-Buddhist student who wishes to join the study of comparative religions with related contemplative practices, and interreligious dialogue. Students of this degree program develop literacy about the living practice traditions of world religions, with a special emphasis on dialogue skills and an appreciation for religious pluralism. Graduates of this program will be especially suited for higher degree studies in religion, as well as teachers within their respective faith communities, and secondary school teachers in the humanities.

M.A. program students are provided with the opportunity to participate in various meditation groups, presentations, and workshops in diverse settings. Each fall and spring, Practice Week provides a mid-semester, week-long sitting period and meditation workshops. During the course of their degree program, students also participate in a month-long meditation retreat.

The M.A. in Indo-Tibetan Buddhism with Language is designed for those students who wish to pursue either 1) a Ph.D. in Buddhist Studies, with the eventual career goal of college or university teaching and/or professional translation work, or 2) work as a translator outside of academia. Students in this degree may study two years each of Sanskrit or Tibetan; some of our students elect to study both languages. Students who have completed two years of Tibetan courses are also eligible to apply to the Nalanda Translation Committee Apprenticeship Program, which provides funding for a year (or more) of further Tibetan language training with the Translation Committee after they graduate. We continue to have an excellent record of enrolling our graduates from this degree in competitive Ph.D. programs.
Engaged Buddhism, as a significant statement of traditional Buddhist perspectives in a contemporary setting, applies these teachings to social issues of peace and justice, community building, and the provision of care to those in need. As a global movement, it is a vital addition to the larger arena of engaged spirituality. This 45-credit Master of Arts degree program is designed to train service providers and change agents using the principles and practices of Engaged Buddhism. The program cultivates a basic understanding of Buddhist philosophy, the practice of meditation, and extensive training in organizational and community intervention. Using an experiential approach, the program will strongly emphasize hands-on “service learning” in the larger world and the development of skills in designing and implementing not-for-profit social action organizations.

CULMINATING WORK
The degree concludes with the comprehensive examination and the master’s paper project. Comprehensive exams, both written and oral, take place at the end of the second year of study as the culminating statement and celebration of the student’s journey at the university. The Master of Arts paper or project is presented at the completion of the student’s coursework.

REQUIREMENTS FOR M.A. ENGAGED BUDDHISM

First year, fall

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<tr>
<td>REL 611</td>
<td>The First Turning of the Wheel: Nature of Mind and Emotions</td>
<td>3</td>
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<tr>
<td>REL 600</td>
<td>M.A. Meditation Practicum I</td>
<td>3</td>
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<tr>
<td>REL 615</td>
<td>Conflict and Diversity: The Dynamic Ground of Community</td>
<td>4</td>
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<td>REL 512</td>
<td>Engaged Buddhism Training I</td>
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First year, spring

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<tr>
<td>REL 661</td>
<td>The Second Turning of the Wheel: Emptiness and Compassion</td>
<td>3</td>
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<td>REL 620</td>
<td>Meditation Practicum II</td>
<td>3</td>
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<tr>
<td>REL 652</td>
<td>Surfacing the Voices: The Practice of Community</td>
<td>4</td>
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<td>REL 562</td>
<td>Engaged Buddhism Training II</td>
<td>3</td>
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<td>REL 650</td>
<td>Dathun</td>
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Second year, fall

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<th>Title</th>
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<tbody>
<tr>
<td>REL 647</td>
<td>Three Jewels: Buddha, Dharma, Sangha</td>
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<tr>
<td>REL 635</td>
<td>Meditation Practicum III: Maitri and Mandala</td>
<td>3</td>
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<tr>
<td>REL 607</td>
<td>Engaged Buddhism Training III</td>
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Second year, spring

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<tr>
<td>REL 585</td>
<td>Spiritual Models of Social Action</td>
<td>3</td>
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<tr>
<td>REL 617</td>
<td>Professional Enrichment Elective</td>
<td>3</td>
</tr>
<tr>
<td>REL 667</td>
<td>Integrative Community Seminar</td>
<td>1</td>
</tr>
<tr>
<td>REL 557</td>
<td>Engaged Buddhism Training IV</td>
<td>3</td>
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<tr>
<td>SUBTOTAL</td>
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<td>10</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 45
MA Indo-Tibetan Buddhism

Core Faculty:
- Dale Assael (core TCP)
- Judith Simmer-Brown
- Reggie Ray
- Philipp Stanley
- Sarah Harding
- The Dzogchen Ponlop Rinpoche
- Ringu Tulku Rinpoche

Adjunct Faculty:
- Jennifer Coffee
- Jane Carpenets-Cohn (core BA Psychology)
- Lee Worley

(core Inter-Arts)
- Margot Iseman

The Masters of Arts degrees in Buddhist Studies span two-years involving the broad, in-depth study of Buddhism as a spiritual, theological, and cultural tradition. Coursework 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 these programs is non-sectarian, scholarly, and critical, relying on the best of contemporary Western and traditional Buddhist scholarship. At the same time, they are 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.

Core Buddhism courses examine the histories, cultural contexts, and institutions of Buddhism from the origins and early development through its Indian roots and its transmission to Tibet. Attention is paid not only to Buddhist theory, but also to practice. The genres studied include sutras, commentaries, independent treatises, yogic songs, and biographies. Emphasis is placed on methods of interpretation and translation issues for the Western student. Buddhist meditation is taught in a non-sectarian, practical manner by University faculty, visiting Buddhist teachers and meditation masters.

Eight new "Tibetan Tradition" courses: in the fall 2003 semester, eight new courses will be introduced based on the systematic monastic education of Tibetan Buddhism as presented for Westerners by Nitartha Institute. Interested students should check the Naropa website at http://www.naropa.edu/graduate.html. Click on "Eight New Tibetan Tradition Courses" under "Religious Studies."

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 statement and celebration of the student's journey at the university.

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

MASTER OF ARTS IN INDO-TIBETAN BUDDHISM

Tibet played a central role in the development of Buddhism in Asia, preserving the scholastic traditions and texts from its Indian progenitors while deepening the meditative practices and insights from the Indian oral traditions. This 45-credit M.A. degree surveys Indian and Tibetan Buddhism with emphasis on textual and meditative lineages, integrating study and practice approaches each semester. Faculty include western-trained academics and acharyas (master teachers) who are steeped in Tibetan Buddhist practice as well as English-speaking Tibetan lamas extensively trained in their own traditions.

REQUIREMENTS FOR M.A. INDO-TIBETAN BUDDHISM

First year, fall

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<thead>
<tr>
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<tbody>
<tr>
<td>REL 645</td>
<td>Introduction to the Study of Religion</td>
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<td>REL 600</td>
<td>M.A. Meditation Practicum I</td>
<td>3</td>
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<td>Buddhism in Tibet</td>
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### REQUIREMENTS FOR M.A. INDO-TIBETAN BUDDHISM WITH LANGUAGE

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**SUBTOTAL** | 16

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**SUBTOTAL** | 16

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**SUBTOTAL** | 14.5

**TOTAL CREDITS** | 61
Religious Studies

The Master of Arts in Religious Studies is a 45-credit degree especially designed for the non-Buddhist student who wishes to join the study of comparative religions with related contemplative practices, and inter-religious dialogue.

Students of this degree program develop literacy about the living practice traditions of world religions, with a special emphasis on dialogue skills and an appreciation for religious pluralism. Graduates of this program will be especially suited for higher degree studies in religion, as well as teachers within their respective faith communities, and secondary school teachers in the humanities.

Contemplative experience and training are found in many of the world’s great spiritual traditions. Students who select this degree track study the mystical and meditative dimensions of many traditions, integrating academic study and personal investigation. Building on the foundation of clear methodology in Religious Studies, courses in this degree program explore these religions with the help of faculty members who are both academically trained and spiritually practiced in their respective traditions. In addition, students are trained in inter-religious dialogue as an avenue to communicate across religious differences in an environment of global pluralism.

CULMINATING WORK
The degree concludes with the comprehensive examination and the master’s paper or project. Comprehensive exams, both written and oral, take place at the end of the second year of study as the culminating statement and celebration of the student’s journey at the university. The Master of Arts paper or project is presented at the completion of the student’s coursework.

REQUIREMENTS FOR M.A. RELIGIOUS STUDIES

First year, spring
REL 561 The Second Turning of the Wheel: Emptiness and Compassion 3
REL 525 Contemplative Christianity 3
or
REL 540 Zen Buddhism 3
REL 531 Sacred Earth 3
REL 585 Spiritual Models of Social Action 3
SUBTOTAL 12

Second year, fall
REL 535 Contemplative Judaism 3
or
REL 530 Contemplative Hinduism 3
REL 545 Contemplative Islam 3
M.A. Contemplative Religion Colloquium 1.5
Contemplative Practice Elective 3
SUBTOTAL 10.5

Second year, spring
REL 540 Zen Buddhism 3
or
REL 525 Contemplative Christianity 3
REL 779 Inter-Religious Dialogue Seminar 3
M.A. Contemplative Religion Colloquium 1.5
Contemplative Practice Elective 3
REL 880 Comprehensive Exam 0
REL 885 Master’s Project 0
REL 651 Contemplative Practice Retreat 0
SUBTOTAL 10.5

TOTAL CREDITS 45
Master of Divinity

In the fall of 2001, Naropa University began offering a Master of Divinity (M.Div.) degree in the field of Engaged Buddhist Studies. This degree prepares people for professional work in the fields of pastoral care, chaplaincy, dharma teaching, and community development. This three-year program is firmly grounded in Buddhist philosophy and meditation practice. Within this Buddhist context, the program strongly emphasizes an interfaith approach to individual and community care, and a pluralistic view of working with life and diversity. Having a genuine interest in studying the Buddhist path is required, though identifying oneself as a Buddhist is not.

The Divinity program consists of 78 credits including significant internship and fieldwork experience, designed to meet the interests and needs of individual students wherever possible. Through a blend of academic study, hands-on work in the world, and the contemplative processing of one's personal journey, the vision for this training is to develop individuals who can actively manifest wisdom and compassion in the world. Our program breaks new ground in preparing Buddhists to serve their communities in leadership capacities.

The M.Div. is a professional degree for employment in the larger field of human service. This degree will allow people to seek employment as, among other things, chaplains, counselors, caregivers, and change agents. In particular, completion of a Master of Divinity degree has traditionally been an important credential in preparing a candidate for ministry as a chaplain. The established job opportunities for interfaith chaplains include positions in hospitals, hospices, prisons, and the armed forces. Other available career paths include work in the not-for-profit community-based sector and other nontraditional "ministries" such as social activism, diversity ministry, or community development.

Eight new "Tibetan Tradition" courses: In the fall 2003 semester, eight new courses will be introduced based on the systematic monastic education of Tibetan Buddhism as presented for Westerners by Nitartha Institute. Interested students should check the Naropa website at http://www.naropa.edu/graduate.html. Click on "Eight New Tibetan Tradition Courses" under "Religious Studies."

CURRICULUM
The Master of Divinity degree prepares students through four streams of learning including relevant fieldwork. 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.

1. Buddhist Teachings—an in-depth understanding of the basic texts and doctrines of the religion both in historical and present day context;
2. Community—the ability to apply these teachings, and the other elements learned in the program, including peacemaking skills, the contemplative approach to leadership, and the establishment of "engaged" communities in a variety of communal settings;
3. Interfaith Pastoral Care—the ability to serve the spiritual and human needs of 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 shamantha (calm abiding) and vipasyana (clear seeing) meditation.

The fieldwork placements, which are made based on individual student interests, provide a live context for students to integrate all four streams of learning through applying them to the needs of real world situations, initiating, at the same time, the process of lifetime learning through their work.

REQUIREMENTS FOR
MASTER OF DIVINITY

First year, fall Stream of Learning
REL 600 M.A. Meditation Practicum I Meditation 3
REL 611 The First Turning of the Wheel: Nature of Mind and Emotions Teachings 3
REL 647 The Three Jewels: Buddha, Dharma, Sangha Teachings 3
REL 602 Communication: Family Systems Pastoral Care 3
REL 615 Conflict and Diversity: The Dynamic Ground of Community 4

SUBTOTAL 16

First year, spring
REL 620 Meditation Practicum II Teachings 3
REL 661 The Second Turning of the Wheel: Emptiness and Compassion Teachings 3
REL 682 Madyayamaka: The Teaching of Emptiness Teachings 3
REL 642 Pastoral Care & Spiritual Assessment Pastoral Care 3
REL 652 Surfacing the Voices: The Practice of Community 4
REL 650 Dathun Meditation 0

SUBTOTAL 16

86  Graduate Academic Programs: Master of Divinity
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<td>REL 751</td>
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TOTAL CREDITS 78
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 non-sectarian, contemplative approach to teaching and learning. Teachers from all levels of instruction, pre-k through higher education, are welcome in this two-year, 36-credit degree program.

This program 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. Combining study, meditation, and teaching, students explore spiritual approaches to teaching, learning, and human development.

A NEW VISION OF HOLISTIC TEACHER EDUCATION

Teachers and students at all levels of instruction hunger for meaning and depth 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 becoming more numerous in a variety of educational venues. A body of literature in the field of spirituality in education is quickly emerging. Naropa University is in the forefront of these changes. Teachers trained in our approach over the last twelve years have benefited personally and professionally from this timeless, yet practical non-sectarian approach to education.

PROGRAM STRUCTURE

The two-year 36-credit degree program consists of two summer sessions of three-weeks each and online coursework during the school years. The two summer retreats are held at Shambhala Mountain Center, a remote contemplative retreat in the Colorado Rockies. Because the summer courses are intricately interwoven, students must take each three-week summer curriculum as a whole. The summer sessions are quite rigorous with only one day off during the three weeks.

Two online courses of three-credits each are taken each semester during the regular school years. The exception to this is the final online semester when students are exclusively focused on writing their theses. Because of the demands of taking online courses and teaching at the same time, students are encouraged to do the course readings before the start of each semester. In extraordinary cases certain online courses may be taken out of sequence with the permission of the department.

Summer Conferences

Each summer the Master of Arts in Contemplative Education program begins with a public Spirituality in Education conference at the mountain retreat center. Featuring leaders in this emerging field, the summer conference is an opportunity for students to learn and share with educators representing a variety of perspectives in holistic and spiritual education. The conference also features thesis presentations from graduating contemplative education students that examine practical applications of contemplative education in their classroom experiences.

Summer Curriculum

In the three-week summer sessions, first and second-year students along with the faculty, create a contemplative learning community within a carefully woven schedule of study, meditation, discussion, observation, and daily life. The curriculum in the first summer session emphasizes the conceptual basis and contemplative transformation of oneself as teacher. The second summer deepens students' experience of contemplative teaching and learning through studies of sacred curriculum and maitri space awareness, a spiritual practice for understanding learning styles.

Online Curriculum

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 online courses are designed to apply contemplative education methods directly to students' daily teaching experience. The online courses in emotional development, spiritual development and various approaches to spiritual education broaden the scope of the program to include diverse contemporary
and historical sources. The M.A. thesis is the culmination of the student's personal journey, contemplative studies, and application in their teaching.

Concluding Session
The M.A. program concludes with a third three-day summer conference. During this conference graduating students may present their M.A. theses, which will be based on their experiences applying contemplative education in their own classrooms. After graduation, students have the option of sustaining their connection to each other, the faculty and other contemplative teachers through continuing online seminars and conferences.

Meditation
The heart of the program is the practice of mindful sitting meditation—paying attention to the breath without ignorance, aggression, or clinging to one's immediate experience. The program invites those with no previous meditation experience, as well as those who practice any recognized mindfulness/awareness meditation. Students are required to meditate two hours a day during the summers and ten minutes a day throughout the online seminars. Students are assigned a meditation instructor for the program.

Professional Enrichment Programs
There are several options for teachers, at any level, who wish to study contemplative education but who have no need for an advanced degree. Professional Enrichment options include the Spirituality in Education conferences, the three-week summer sessions, selected online courses, or online study groups. Non-degree students can take any professional enrichment program for credit or noncredit. Application to this program will require a written letter of interest, an established mindfulness meditation practice and an interview with a department advisor.

Online Contemplative Teaching Study Group
A key component for the sustainability of contemplative teaching rests in the continuing development of contemplative teaching skills within community. Naropa will offer a non-credit online contemplative teaching study group starting in 2003. This online community will help sustain individual contemplative teachers by confronting the day-to-day challenges of bringing non-sectarian spirituality into all types of classrooms.

REQUIREMENTS FOR M.A.
CONTEMPLATIVE EDUCATION

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<td>EDS 735e Maitri in the Classroom</td>
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Environmental Leadership

“When we listen to and follow our individual paths, then we naturally heal ourselves and the earth.”

—Anne Z. Parker, Chair

The Master of Arts in Environmental Leadership joins the study of ecosystems and human systems with a path of personal and societal transformation. 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. To accomplish this the program features an integrated interdisciplinary curriculum that explores living systems theory, deep ecology, ecology, diverse leadership models, peace making, American Indian and indigenous views, and contemplative education. The program is grounded in the first principle of ecology: that everything is interconnected.

The natural world teaches that humans are not apart from their environments; therefore, we encourage all inquiry from an eco-centric and living systems perspective. This approach to learning reflects a commitment to understanding the whole of things by emphasizing the union of science, spirit, and action. The result is a balance of the contemplative and analytical routes to understanding.

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.

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. The ecosystems of the prairie, the mountains, forests, and parks, the alpine tundra of the Continental Divide, and the Colorado plateau country provide diverse opportunities for study and exploration. 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. The Boulder area is home to numerous environmental and educational organizations and consulting firms, providing opportunities for senior projects, internships, and opening career opportunities.

Hedgerow Farm (owned by Naropa University), a 20-acre farm eight miles from the city, offers opportunities for learning firsthand about numerous aspects of sustainable communities, from organic farming to restoration.

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 and European ecosystems and cultures, Naropa students may participate in a Study Abroad program. See “International Education” for more details.

CURRICULUM
The program requires 52-credit hours that may be taken in two, three, or four years. It is composed of core courses required of all program students, and an independent study component that is available as electives courses, fieldwork, or internships. Students may self-design the Independent Study component of the program by:

- a. designing individual research projects,
- b. taking classes in any discipline that augments their study,
- c. working for environmental organizations, or
- d. taking an overseas or out-of-residence program.

The required coursework is composed of eight year-long (two-semester) courses. Two of these are team-project courses involving extensive fieldwork (one each year). The student may choose between a traditional Master of Arts thesis and a project/action project.

Four “integrative dialogue” courses are a key part of the required core. Each course involves one retreat and three evening seminars. The fall courses are prerequisites for the spring courses.
Courses ENV 560 and 570, A Deepening of Wisdom I and II, are ten-day wilderness retreats offered each September.

**ASSESSMENT**

The Environmental Leadership program has incorporated a portfolio process into the Master of Arts program. It allows students to reflect on, articulate, and deepen all that they have learned. Upon graduation, the student will have built an impressive portfolio. Portfolios are handed in to Environmental Leadership advisors for review during the spring of the first year and again prior to graduation as part of our graduation requirements. Please see the M.A. Portfolio Review course number 879, which is required for all M.A. Environmental Leadership students.

**REQUIREMENTS FOR M.A. ENVIRONMENTAL LEADERSHIP**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>First year, fall</td>
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<tr>
<td>ENV 600 Inner Work for Environmental Leaders</td>
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<tr>
<td>ENV 620 Human/Nature</td>
<td>2</td>
</tr>
<tr>
<td>ENV 630 Transforming Systems</td>
<td>2</td>
</tr>
<tr>
<td>ENV 608 Group Process</td>
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<tr>
<td>Field Intensive ENV 560 A Deepening of Wisdom I: Ecopsychology Training for Environmental Leaders (lab fee)</td>
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Team Project Field Course ENV 604 Boulder Creek Watershed Atlas | 2 |

**SUBTOTAL** 10

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<td>ENV 670 Human/Nature II</td>
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<td>ENV 680 Transforming Systems II</td>
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Team Project Field Course ENV 605 Boulder Creek Watershed Atlas II | 2 |

**SUBTOTAL** 8

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<tr>
<td>ENV 720 The Art &amp; Ethics of Leadership I</td>
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<tr>
<td>ENV 703 Meditation Practicum I</td>
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Field Intensive ENV 570 A Deepening of Wisdom II: Ecopsychology Training for Environmental Leaders (lab fee) | 2 |

Team Project Field Course ENV 730 Culture/Nature Partnership | 2 |

**SUBTOTAL** 8

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<td>ENV 770 The Art &amp; Ethics of Leadership II</td>
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<tr>
<td>ENV 753 Meditation Practicum II</td>
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**Team Project Field Course**

ENV 780 Culture/Nature Partnership II 2

**Integrative Dialogue Courses**

**Pair One**

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<tr>
<td>ENV 621</td>
<td>Integrative Dialogue: Environmental Issues, Race, Power and Class (materials/lab fee)</td>
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<tr>
<td>ENV 631</td>
<td>Integrative Dialogue: Exploring Indigenous Models of Leadership (materials/lab fee)</td>
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**Pair Two**

<table>
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<tbody>
<tr>
<td>ENV 571</td>
<td>Integrative Dialogue: Transformational Activism in a Multi-cultural World (materials/lab fee)</td>
</tr>
<tr>
<td>ENV 681</td>
<td>Integrative Dialogue: Exploring Cultural Diversity in Ecopsychology (materials/lab fee)</td>
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</table>

* An Integrative Dialogue course is required each semester of the first and second years. The M.A. student takes the courses offered in the year she or he enters the program, and follows the next year with the next pair. In other words, the fall class must come before the student takes the spring class, but Pair Two may come before Pair One.

**SUBTOTAL** 10

**Year Two and Beyond**

**Self-Designed Component**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>ENV 699</td>
<td>Independent Studies or other Electives</td>
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<tr>
<td>ENV 879</td>
<td>M.A. Portfolio Review</td>
</tr>
<tr>
<td>ENV 880</td>
<td>Master's Thesis, or Paper/Project</td>
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**SUBTOTAL** 16

**TOTAL CREDITS** 52

**GRADUATE CERTIFICATE AND EMPHASIS PROGRAMS IN ECOPSYCHOLOGY**

A graduate certificate (emphasis for degree-seeking students at Naropa University) in Ecopsychology is offered. See the "Certificates of Graduate Study" section of this catalog for details.
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.

Zalman Schachter-Shalomi, author of From Age-ing to Sage-ing and founder of the Spiritual Eldering Institute, is on the Naropa faculty in Religious Studies.

CURRICULUM

In order to earn the Master of Arts degree in Gerontology, students are required to complete either a 39 credit-hour track in program leadership or a 42 credit-hour track in long-term care management. 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.

INTERNSHIPS

The Program Leadership in the Field of Aging track includes a 600-hour, on-site internship and the Long-Term Care Administration track includes an 800-hour, on-site internship. Both tracks include a master's paper. Admission to the internship requires faculty approval and acceptance by an internship site supervisor.

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. Note: Each semester a student is enrolled in internship hours, professional seminar must also be taken. Depending on how the student arranges their schedule, professional seminar credits may need to exceed the minimum requirements of the program.

Alongside coursework and internship experiences, each student engages in a contemplative practice, such as meditation, yoga, t'ai-chi ch'uan, or aikido, which 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.
ASSESSMENT
The culmination of a student's satisfactory completion of the M.A. Gerontology program is the oral presentation of their master's paper and reflections on their experience at Naropa.

REQUIREMENTS FOR M.A. GERONTOLOGY: 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

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<th>Courses</th>
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<tr>
<td>GER 600 Contemplative Aspects to Aging</td>
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<tr>
<td>GER 610 Concepts of Management</td>
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<td>GER 640 Aging and Health</td>
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<tr>
<td>GER 650 Contemplative Approaches to Elder Care</td>
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<tr>
<td>GER 647 Social Aspects of Aging</td>
<td>2</td>
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<tr>
<td>GER 580 Death and Loss As Opportunities for Healing</td>
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<td>GER 755 Psychology of Aging</td>
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<td>GER 800 Professional Seminar Internship</td>
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<td>GER 570 Working with Elders in the Creative Process</td>
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<td>GER 730 The Aging Network</td>
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<td>GER 850 Internship</td>
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<td>GER 800 Professional Seminar</td>
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Second year, fall

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TOTAL CREDITS: 39

REQUIREMENTS FOR M.A. GERONTOLOGY: 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 coursework 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 internship experiences and professional seminar 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

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<td>GER 600 Contemplative Aspects to Aging</td>
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<tr>
<td>GER 610 Concepts of Management</td>
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<tr>
<td>GER 620 Long-Term Care Delivery Systems</td>
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<td>GER 630 Managerial Accounting</td>
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<td>GER 650 Contemplative Approaches to Elder Care</td>
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<tr>
<td>GER 647 Social Aspects of Aging</td>
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<tr>
<td>GER 580 Financial Aspects of Long-Term Care</td>
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<tr>
<td>GER 755 Psychology of Aging</td>
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<tr>
<td>GER 800 Professional Seminar</td>
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<tr>
<td>GER 850 Internship</td>
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<tr>
<td>First year, summer</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>
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<td>GER 850 Internship</td>
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Second year, fall

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<tr>
<td>GER 640</td>
<td>Aging and Health</td>
<td>2</td>
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<tr>
<td>GER 670</td>
<td>Public Policy</td>
<td>2</td>
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<tr>
<td>GER 740</td>
<td>Human Resources Management</td>
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<tr>
<td>GER 750</td>
<td>Legal &amp; Ethical Environments of Long-Term Care</td>
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<td>GER 800</td>
<td>Professional Seminar</td>
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<td>GER 850</td>
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**SUBTOTAL** 10

Second year, spring

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<td>GER 580</td>
<td>Death and Loss As Opportunities for Healing</td>
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<td>GER 850</td>
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<tr>
<td>GER 880</td>
<td>Master's Paper Seminar</td>
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**SUBTOTAL** 6

**TOTAL CREDITS** 42

**POST-BACCALAUREATE CERTIFICATE AND EMPHASIS PROGRAMS IN GERONTOLOGY**

Naropa University offers a post-baccalaureate certificate and an emphasis for graduate degree-seeking students in Gerontology. Please see the "Certificates of Graduate Study" section of this catalog.
Psychology: Contemplative Psychotherapy

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

CLINICAL TRAINING ROOTED IN BUDDHIST TEACHINGS

The Master of Arts in Psychology: Contemplative Psychotherapy is a three-year, full-time program. The program 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.

Contemplative Psychotherapy may be said to have two parents: (1) the wisdom traditions of Buddhism and Shambhala and (2) the clinical traditions of Western psychology, especially the humanistic school. Like all offspring, it has much in common with both of its parents and yet is uniquely itself. From Buddhism and Shambhala comes the sitting practice of mindfulness/awareness meditation, together with a highly sophisticated understanding of the functioning of the mind in sanity and in confusion. From Western psychology comes the investigation of the stages of human development, a precise language for discussing mental disturbance and the intimate method of working with others known as “psychotherapy.” Coursework in the program combines intellectual and experiential components.

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. 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.

CURRICULUM

Students travel through the program together as a cohort, following a specific sequence of classes. In the first year students spend a month at a maitri retreat. 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 individual and group psychotherapy skills and understandings. Early in the spring semester students submit their applications to go onto the nine-month internship. Students end their second year with another month of maitri retreat. 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 maitri program is held during spring break of the third year.

Throughout the entire program students are required to maintain a regular, ongoing mindfulness/awareness sitting meditation practice and 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.

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.
LICENSURE

Our graduates are prepared for the Licensed Professional Counselor (L.P.C.) credential, and our department meets the educational requirements for the National Board for Certified Counselors. 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. After meeting the state’s requirements, which currently include a passing score on the exam and 2,000 hours of supervised work in the field beyond graduation, our graduates may earn the L.P.C. credential. These requirements form the basis for the many states’ licensure in professional counseling. For more information about licensure in Colorado, call the L.P.C. Board at (303) 894-7766. All prospective students should research the licensure requirements for the state(s) in which they plan to practice.

INTERNESHIP

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. Following is a sample of Boulder-Denver agencies that have participated in the field placement program. Our internship directors continue to evaluate existing placements and add new ones each year.

1. Alternative Homes for Youth
2. Avista Hospice
3. Boulder County Department of Social Services:
   - Child Protection Team
4. 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
5. Boulder County Safehouse
6. Colorado AIDS Project
7. The Counseling Center
8. The Gathering Place
9. The Mental Health Corporation of Denver
10. Pastoral Care Services
11. University of Colorado:
   - Multicultural Counseling Center
   - Employee Assistance Program
12. Veteran’s Center

ASSESSMENT

Because of the professional nature of this training program, students are evaluated on an ongoing basis to assess their readiness for maitri retreats, internship, and continuing in the program altogether. The department may deny a student permission to continue in the program. Although grades are one indication of progress in the program, other criteria for evaluation include how the students interact with each other, with faculty and the administration, as well as how they handle obstacles that arise, and how they work with feedback based on any of the above criteria.

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.

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 derailed 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 also encouraged to engage in body awareness practices such as t’ai-chi ch’uan, yoga, aikido, and other body-mind synchronization practices. 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 matri 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 matri 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 matri in the first and second years, and about a week at matri 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 matri, 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.

**Requirements for M.A. Psychology: Contemplative Psychotherapy**

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<thead>
<tr>
<th>Courses</th>
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<tr>
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<tr>
<td>PSYC 608 Introduction to Buddhist Psychology: Practicum I</td>
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<td>PSYC 609 Group Process I</td>
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<td>PSYC 618 Human Growth and Development:</td>
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<td>Contemplative View</td>
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<tr>
<td>PSYC 778 Transitions, Lifestyles, and Career Development</td>
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| **First year, spring**                        | 1       |
| PSYC 619 Group Process II                      |         |
| PSYC 628 Evolution of Concepts in Western Psychotherapy | 2       |
| PSYC 658 Buddhist Psychology: Practicum II     | 2       |
| PSYC 668 Family Process                        | 2       |
| PSYC 678 Psychopathology: Sanity and Neurosis  | 2       |
| PSYC 689 Matri Program I                       | 2       |
| PSYC 718 Community                             | 2       |
| **SUBTOTAL**                                   | 13      |

| **Second year, fall**                          | 1       |
| PSYC 605 Large Group Process I                 |         |
| PSYC 629 Group Process III                     | 1       |
| PSYC 669 Meditation Practicum III              | 2       |
| PSYC 728 Therapeutic Relationships I           | 2       |
| PSYC 738 Psychopathology: Psychotherapy         | 2       |
| PSYC 798 Theory and Practice of Group Psychotherapy | 2       |
| PSYC 650 Diversity Awareness and Multicultural Competence | 2       |
| **SUBTOTAL**                                   | 12      |

| **Second year, spring**                        | .5      |
| PSYC 625 Large Group Process II                |         |
| PSYC 708 Meditation Pract. IV: Contemplative Psychotherapy Seminar | 2       |
| PSYC 639 Group Process IV                      | .5      |
| PSYC 758 Therapeutic Relationships II          | 2       |
| PSYC 700 Research and Statistics               | 2       |
| PSYC 789 Matri Program II                      | 2       |
| **SUBTOTAL**                                   | 9       |

| **Third year, fall**                           | 1       |
| PSYC 719 Group Process V                       |         |
| PSYC 709 Meditation Practicum V                | .5      |
| PSYC 788 Therapeutic Relationships III         | 2       |
| PSYC 808 Field Placement I                     | 4       |
| PSYC 818 Clinical Tutorial I                   | 2       |
| **SUBTOTAL**                                   | 9.5     |

| **Third year, spring**                         | 1       |
| PSYC 729 Group Process VI                      |         |
| PSYC 799 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      |
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, maitri room
practice, community making, creative statement,
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.
Please call Naropa's School of Extended Studies for
more information.
Somatic Psychology: 
Dance/Movement Therapy & 
Body Psychotherapy

"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

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 concentrations: dance/movement therapy or body psychotherapy. Both programs offer extensive study, training, and supervision in practices of psychotherapy that address the sensory and expressive life of the physical body.

The Master of Arts Somatic Psychology program provides students with the theoretical, clinical, and professional skills to be effective psychotherapists grounded in the integration of body, mind, and movement. Graduates are prepared to work with individuals and groups in a variety of mental health settings, including hospitals, schools, and treatment and rehabilitation facilities. Both concentrations, body psychotherapy and dance/movement therapy, prepare graduates to sit for the Colorado state licensing exam in counseling. The program integrates personal and professional learning in a contemplative and somatic framework, stressing the interwoven nature of sensation, emotion, thought, and movement. Somatic Psychology curriculum focuses on awareness practices, movement disciplines, counseling techniques, multicultural perspectives, and scholarly pursuits that prepare students to be of service both to self and others.

BODY PSYCHOTHERAPY
This concentration draws upon the diverse field of body-centered psychotherapy, and trains students to integrate bodywork and movement education principles with counseling and psychotherapy skills. The program teaches both the classic energy models of body psychotherapy, and the modern models of somatomotor tracking, conscious movement, and relational techniques. Students train in science-based as well as intuitively based forms such as Hakomi Somatics, Integrative Body Psychotherapy, Body-Mind Centering, and the Moving Cycle.

COUNSELING EXPERIENTIAL
Students are required to complete twenty-one hour sessions in a counseling/therapy relationship with a qualified psychotherapist of their choice. This component emphasizes the importance of self-reflection and firsthand experience as a client with individual counseling therapy. The cost of the therapy sessions is not included in the listed tuition costs. Additionally, students are required to participate in a non-credit group process course. This experiential group dynamics and leadership class is a time for students to develop their relationships with each other and find support for their experience at Naropa.

The cost of this class is in addition to the listed tuition costs.

DANCE/MOVEMENT THERAPY
Approved by the American Dance Therapy Association since 1987, this program concentrates on the power of the creative experience, coupled with the healing properties of conscious movement sequencing. The DMT emphasis trains students in classical as well as innovative forms of dance therapy, specializing in the Moving Cycle, Authentic Movement, and the interface of DMT with Body-Mind Centering and contemplative dance forms. Blending biological psychology with somatic psychology, the program prepares graduates for a career that makes use of recent research advances that validate and extend their field.

CURRICULUM
Students in both degree concentrations take a series of core curriculum classes together. These include body-based and movement-oriented skills and theories courses, internship, clinical preparatory courses, and licensure preparatory courses. Each concentration also has several specialization classes in its own discipline. If a student is 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.

Core Faculty:
Zoe Austreith
Annie Brook
Christine Caldwell (Chair)
Adjunct Faculty:
Jacki Ashley
Diane Bartko
Amber Gray
Julie Green
Jaci Hull
Ryan Kennedy
Linda Krier
Adwoa Lemieux
Barb Maiberger
Suzanne Marie
Lyra Mayfield
Nicol McGough
Mukada Merrifield
Rckumi Minton
Pat Ogden
Willow Pearson
Arielle Schwartz
Lou Stenger
Melanie Smithson
Vior Varin
Administrative Director:
Pamela Lovely
Internship Coordinator:
Melanie Smithson
Academic Advisor:
Arielle Schwartz

Graduate Academic Program: Somatic Psychology
The Somatic Psychology program has five areas of study. The first area 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, healises, 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 program 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, and relates them to emotional, cognitive, and attitudinal states.

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

**LICENSURE**

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. Our graduates are prepared for the Licensed Professional Counselor (LPC) credential and our department meets the educational requirements for the National Board for Certified Counselors. Upon successful completion of the program, students will have met all academic requirements to be allowd to sit for the LPC examination in the state of Colorado. 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.

**INTERNSHIP**

The internship, clinical practice through fieldwork, is the fifth area of the program’s core. 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. Following is a partial list of possible internship sites:

1. Friendship House
2. The Counseling Center
3. Boulder School of Massage Therapy
4. Frasier Meadows Health Care Center
5. Addictions Recovery Center
6. Headstart Programs
7. Center for People with Disabilities
8. Boulder County Hospital
9. University of Colorado Counseling Center
10. Alternatives for Youth

**ASSESSMENT**

For both concentrations, students are required to complete a scholarly thesis. A thesis is a written document that demonstrates the student’s clinical excellence, academic scholarship, and understanding of research concepts and writing proficiency. The thesis must be written in APA format and submitted and approved in order for the student to graduate.

**REQUIREMENTS FOR M.A. SOMATIC PSYCHOLOGY: DANCE/MOVEMENT THERAPY**

**Five Semester Plan**

In order to complete the program in five semesters, students will need to concurrently write their theses 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 coursework, the student must be enrolled in PSYS 881, Extended Thesis, and/or PSYS 887, Extended Internship Placement, until graduation.

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<tr>
<th>Courses</th>
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<tr>
<td>PSYS 657</td>
<td>Theories of Somatic Psychology</td>
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<tr>
<td>PSYS 606</td>
<td>Somatic Counseling Skills I</td>
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<tr>
<td>PSYS 616</td>
<td>Foundations of Dance/Movement Therapy</td>
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<tr>
<td>PSYS 682</td>
<td>Life-span Development: Somatic Perspectives</td>
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<td>PSYS 617</td>
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<td>Movement Observation &amp; Assessment</td>
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<td>Clinical Process: Somatic Psychopathology</td>
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<td>PSYS 736</td>
<td>Methods of Psychotherapy</td>
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<td>PSYS 700</td>
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<td>PSYS 647</td>
<td>Relationship, Sexuality, and Couples Therapy</td>
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<td>Dance Therapy Internship Seminar II A</td>
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### TOTAL CREDITS

**60**

### REQUIREMENTS FOR M.A.

### SOMATIC PSYCHOLOGY: BODY PSYCHOTHERAPY

#### Five Semester Plan

In order to complete the program in five semesters, the student will need to concurrently write his/her thesis and complete 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 coursework, the student must enroll in PSYS 881, "Extended Thesis," and/or PSYS 887, "Extended Internship Placement," until graduation.

### Courses

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<td>Life-span Development: Somatic Perspectives</td>
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<td>Clinical Orientation</td>
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<td>Observation and Assessment: Body-mind Perspectives</td>
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<td>Appraisal and Intervention: Somatic Psychodynamics</td>
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</table>

### TOTAL CREDITS

**60**

### CERTIFICATE AND TRAINING PROGRAMS IN SOMATIC PSYCHOLOGY

The Somatic Psychology Department also offers a one-year postgraduate certificate, as well as a training program in play therapy. Please see the "Certificates of Graduate Study" section of this catalog.
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, wholeness and 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 orienting, 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 that 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.

**CURRICULUM**

The M.A. in Transpersonal Counseling Psychology is designed as a three-year full-time program. Most students complete the program in three years, and in extraordinary circumstances, four years may be approved. The transpersonal core curriculum is made up of five key elements: transpersonal/contemplative, theoretical/experiential, and clinical training courses, the counseling experiential, and the internship.

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.

Theoretical/experiential courses offer various views of psychological development, psychotherapy, and healing. Clinical training courses include participation in group process and skills courses that emphasize the student's personal and professional development.

The 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 includes documentation of 30 one-hour sessions of individual psychotherapy with the same qualified and approved practitioner.

**LICENSURE**

Our graduates are prepared for the Licensed Professional Counselor (L.P.C.) credential and our department meets the educational requirements for the National Board for Certified Counselors. 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. An art therapy graduate will also have completed the necessary requirements to pursue credentials for A.T.R. training in the state of Colorado. Music therapy graduates are eligible to sit for the exam for certification as music therapists. 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 in meeting state requirements.

**INTERNSHIP**

The M.A. program in Transpersonal Counseling Psychology is directed toward careers in the clinical professions. For this reason, the 700-hour (900 for music) supervised internship is the fifth core element of the curriculum. Clinical field placements are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or
alcohol and drug abuse counseling. On-site supervision and classroom seminars provide support and opportunities for self-examination. A written final paper, including case studies, is required to demonstrate the integration of foundation studies with the internship experience. The actual length of the internship may vary between nine months and one year.

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

- Boulder Alcohol Education & Psychological Services Center
- Boulder County Health Department
- Boulder County Social Services
- Boulder College of Massage Therapy
- Boulder Veteran Center
- Colorado AIDS Project
- Counseling Center
- Hospice of Metro Denver
- Human Services, Inc.
- Karlis Family Center
- Maria Droste Services of Colorado, Inc.
- Mental Health Center of Boulder County
- University of Colorado Counseling & Career Services

Agencies currently participating in the field placement program for the art therapy concentration include:

- Alcohol Recovery Center of Boulder
- Alternatives to Family Violence
- 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
- Nirmala 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 Community Child & Family Services
- Boulder Community Hospital
- Children’s Hospital, Medical Day Treatment
- Good Samaritan Center
- Hospice of Boulder County
- Laradon Hall
- Longmont United Hospital
- Project Self Discovery
- QualLife Wellness Community

Wilderness Therapy internships will begin in the fall of 2004. The type of sites that are likely to be available are: private-placement wilderness treatment centers, state and locally operated adventure therapy programs (adjuncted), wilderness rites of passage programs, programs for special populations (e.g. drug and alcohol addiction, survivors of abuse, corporate development), psychiatric hospitals, and more. Students may arrange a site anywhere in the U.S. provided the site meets that program’s criteria and that it is feasible for the student to meet complete academic obligations (i.e. attend class online and check-in via phone with advisor).

ASSESSMENT

Students are assessed on their development and understanding of transpersonal counseling psychology and related fields throughout the course of their studies. Clinical skills are assessed in the first and second year of the program with videotape and direct feedback from professors and peers. During internship, students receive additional feedback from their agency supervisors and teachers in professional seminar. Most commonly, students are tested on theoretical material through written papers and in the oral tradition of a warrior's exam. A student's paper or thesis may be chosen by the student to assess a final concentration of studies in the program.

CONCENTRATION AREAS

There are four concentration areas within the Transpersonal Counseling Psychology Department: counseling psychology, art therapy, music therapy, and wilderness therapy. Each concentration has its own admissions process and offers special courses. However, all four 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, ecotherapy, therapy with children, adolescents and families, and world wisdom traditions.

REQUIREMENTS FOR M.A. TRANSPERSONAL COUNSELING PSYCHOLOGY

Courses | Credits
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**First year, fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PSYT 621</td>
<td>Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 611</td>
<td>Counseling Relationship I: Techniques and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 610</td>
<td>Human Development</td>
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</tr>
<tr>
<td>PSY 670</td>
<td>Transpersonal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 661</td>
<td>Counseling Relationship II: Lifestyles and Career</td>
<td>3</td>
</tr>
<tr>
<td>PSY 710</td>
<td>Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSY 720</td>
<td>Meditation Practicum I: Cultivating Awareness</td>
<td>1</td>
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<td></td>
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**First year, summer**

Electives: Intensives and/or others 0–3

**Second year, fall**

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<tr>
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<td>Psychology of Meditation II: Applications to Counseling</td>
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<td>PSY 601</td>
<td>Gestalt I: Awareness</td>
<td>3</td>
</tr>
<tr>
<td>PSY 700</td>
<td>Research and Statistics</td>
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<tr>
<td>PSY 680</td>
<td>Group Dynamics and Leadership</td>
<td>3</td>
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**Second year, spring**

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<tr>
<td>PSY 660</td>
<td>Clinical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 651</td>
<td>Gestalt II: Experiment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 770</td>
<td>Meditation Practicum II: Developing Compass</td>
<td>1</td>
</tr>
<tr>
<td>PSY 714</td>
<td>Multicultural Issues in Therapy Elective(s)</td>
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<tr>
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**Second year, summer**

Electives: Intensives and/or others 0–3

**Third year, fall**

<table>
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<th>Credits</th>
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<tr>
<td>PSY 810</td>
<td>Professional Seminar &amp; Ethics I</td>
<td>2.5</td>
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<tr>
<td>PSY 830</td>
<td>Master's Paper Seminar I</td>
<td>0.5</td>
</tr>
<tr>
<td>PSY 800</td>
<td>Field Placement I (Internship) Elective(s)</td>
<td>0–3</td>
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**Third year, spring**

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<td>PSY 880</td>
<td>Master's Paper Seminar II</td>
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<tr>
<td>PSY 850</td>
<td>Field Placement II (Internship) Elective(s)</td>
<td>0–3</td>
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<td></td>
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</table>

**TOTAL CREDITS**

60

**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, along with mindfulness practice training, and a well-rounded art therapy and counseling psychology curriculum, students form a unique professional identity.

Grounded in a foundation of contemplative training, students pursue didactic and experiential coursework in art therapy and transpersonal psychology. Graduates of this program are prepared for work as professional members of multidisciplinary teams within agencies and eventually, with proper supervision, in private practice.

This 60 credit-hour program, approved by the American Art Therapy Association, consists of 32 credits of art therapy coursework combined with 24 credits of transpersonal counseling psychology and contemplative studies, two credits of body awareness coursework, and two credits of electives. Students also participate in a minimum of 120 direct art contact hours of studio-based work.

Art therapy students are strongly recommended to have a meditation instructor during the second and third years of the program and should be aware that a lab fee is assessed for each skills course. Students may take electives and body awareness courses at any time during the program, including the summer terms. However, we suggest that they carefully monitor elective choices with an advisor, especially when organizing the schedule for the third year.

**REQUIREMENTS FOR M.A. TRANSPERSONAL COUNSELING PSYCHOLOGY: ART THERAPY**

**Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 621</td>
<td>Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
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<tr>
<td>PSY 611</td>
<td>Counseling Relationship I: Techniques and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 634</td>
<td>History and Theory of Art Therapy</td>
<td>2</td>
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<tr>
<td>PSY 604</td>
<td>Art Therapy Skills I: Foundation</td>
<td>2</td>
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**First year, fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 670</td>
<td>Transpersonal Psychology</td>
<td>3</td>
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<tr>
<td>PSY 661</td>
<td>Counseling Relationship II: Lifestyles and Career</td>
<td>3</td>
</tr>
<tr>
<td>PSY 654</td>
<td>Art Therapy Skills II: Transpersonal</td>
<td>2</td>
</tr>
<tr>
<td>PSY 714</td>
<td>Multicultural Issues in Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PSY 720</td>
<td>Meditation Practicum I: Cultivating Awareness</td>
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**First year, summer**

Elective(s) 0–2

**Body Awareness** 0–2

**Second year, fall**

<table>
<thead>
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<tr>
<td>PSY 700</td>
<td>Research &amp; Statistics</td>
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<tr>
<td>PSY 704</td>
<td>Art Therapy Skills III: Group Dynamics</td>
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<tr>
<td>PSY 734</td>
<td>Child/Adolescent Development &amp; Art Therapy</td>
<td>3</td>
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<tr>
<td>PSY 717</td>
<td>Art Therapy Studio Observation</td>
<td>1</td>
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<tr>
<td>PSY 624</td>
<td>Art Therapy Studio: Process and Materials</td>
<td>2</td>
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</table>
**Second year, spring**
- PSYT 660 Clinical Assessment: 3
- PSYT 710 Family Systems: 3
- PSYT 754 Art Therapy Skills IV: Adult Special Populations: 3
- PSYT 764 Art Therapy Clinical Observation: 1
- PSYT 770 Practicum II: Developing Compassion: 1

**SUBTOTAL** 11

**Second year, summer**
- Elective(s) 0–2
- Body Awareness 0–2

**Third year, fall**
- PSYT 814 Professional Seminar & Ethics I: Art Therapy: 3
- PSYT 804 Field Placement I: Art Therapy (Internship): 3
- PSYT 824 Internship Studio Methods I: .5
- PSYT 830 Master’s Paper Seminar I: Elective(s) and/or Body Awareness: 0–2

**SUBTOTAL** 7–9

**Third year, spring**
- PSYT 864 Professional Seminar & Ethics II: Art Therapy: 3
- PSYT 845 Field Placement II: Art Therapy (Internship): 3
- PSYT 844 Internship Studio Methods II: .5
- PSYT 880 Master’s Paper Seminar II: Elective(s) and/or Body Awareness: 0–2

**SUBTOTAL** 7–9

**TOTAL CREDITS** (Of which, 32 are art therapy) 60

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**Music Therapy**

Music therapy is a marriage of science and art, evoking responses from a non-verbal layer of consciousness. The contemplative education that students receive at Narco supports music therapy training by encouraging music as a transformative agent, affecting body, mind, and spirit.

The music therapy concentration is approved by the American Music Therapy Association and includes 28 credits in music therapy, 24 credits of counseling psychology, and nine credits of contemplative studies. The music therapy program must be completed in either three or four years. Graduates of this program will be prepared to work as professional members of multidisciplinary treatment teams within community agencies and in private practice.

**Requirements for M.A. Transpersonal Counseling Psychology: Music Therapy**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>First year, fall</strong></td>
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<tr>
<td>PSYT 621 Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
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<tr>
<td>PSYT 610 Human Development</td>
<td>3</td>
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<tr>
<td>PSYT 611 Counseling Relationship I: Techniques and Practice</td>
<td>3</td>
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<tr>
<td>PSYT 625 Music Therapy: History, Theory, and Practice</td>
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<tr>
<td><strong>First year, spring</strong></td>
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<tr>
<td>PSYT 720 Meditation Practicum I: Cultivating Awareness</td>
<td>1</td>
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<tr>
<td>PSYT 670 Transpersonal Psychology</td>
<td>3</td>
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<tr>
<td>PSYT 525 Music Therapy Institute</td>
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<tr>
<td>PSYT 661 Counseling Relationship II: Lifestyles and Career</td>
<td>3</td>
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<td>PSYT 775 Music Therapy: Special Populations</td>
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<td><strong>Second year, fall</strong></td>
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<tr>
<td>PSYT 700 Research &amp; Statistics</td>
<td>2</td>
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<tr>
<td>PSYT 671 Psychology of Meditation II: Applications to Counseling</td>
<td>2</td>
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<tr>
<td>PSYT 680 Group Dynamics &amp; Leadership</td>
<td>3</td>
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<tr>
<td>PSYT 715 Music Skills</td>
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<tr>
<td>PSYT 705 Music Therapy Practicum I</td>
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<td><strong>Second year, spring</strong></td>
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<tr>
<td>PSYT 660 Clinical Assessment</td>
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<tr>
<td>PSYT 770 Practicum II: Developing Compassion</td>
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<td>PSYT 710 Family Systems</td>
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<td>PSYT 732 Clinical Improvisation</td>
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<td>PSYT 714 Multicultural Issues in Therapy</td>
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<td>PSYT 735 Music Therapy Practicum II</td>
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<td>PSYT 525 Music Therapy Institute</td>
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<tr>
<td>PSYT 815 Professional Seminar &amp; Ethics I: Music Therapy</td>
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<td>PSYT 830 Master’s Paper I</td>
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<td>PSYT 805 Field Placement I: Music Therapy and/or Body Awareness</td>
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<td>PSYT 865 Professional Seminar &amp; Ethics II: Music Therapy</td>
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<td>PSYT 880 Master’s Paper II</td>
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**TOTAL CREDITS** (Of which, 28 are music therapy) 61
Wilderness Therapy

Wilderness therapy at Naropa synthesizes clinical and theoretical coursework in counseling psychology with contemplative practice, wilderness skills training, and ecological approaches to therapy. The program prepares students to become professional counselors with the skills and knowledge needed to work in wilderness settings.

The wilderness therapy concentration is a 60-credit, three-year program in which each year has a distinctive emphasis and unique curriculum. During the first year of the program, students attend classes at Naropa University’s campus in Boulder, Colorado. Students are immersed in the theoretical foundations of transpersonal counseling psychology and wilderness therapy and are orientated to a variety of counseling skills.

In the second year, all learning takes place in outdoor and wilderness settings. Students are outdoors for a little more than half of each semester while they participate in a series of wilderness expeditions. Outdoor skills, environmental awareness practices, and academic coursework are woven throughout the different outdoor sections. Learning is highly experiential and students are given opportunities between outdoor sections for reading and writing assignments designed to help them integrate their studies. Expeditions during the second year include: mountaineering, ropes and initiatives training, climbing, canyoneering, rites of passage experiential, winter/ski touring, equine assisted therapy training, river running, horticulture therapy training.

In the third year, each student is placed as an intern in a wilderness therapy setting. Courses are designed to support internship placements and the completion of the master’s paper. These courses are delivered primarily online as field placements may be located throughout the United States. Students return to the main campus at the end of each semester for opportunities to collaborate and reflect on their learning with teachers and classmates.

REQUIREMENTS FOR M.A.
TRANSPERSONAL COUNSELING
PSYCHOLOGY: WILDERNESS THERAPY

Courses
First year, fall
PSYT 609 Introductory Outdoor Intensive
PSYT 621 Psychology of Meditation I: Mindfulness Training
PSYT 612 Counseling Relationship II/Wilderness Therapy: Techniques & Practice
PSYT 610 Human Development
PSYT 700 Research & Statistics
SUBTOTAL 13

First year, spring
PSYT 660 Clinical Assessment
PSYT 714 Multicultural Issues in Therapy
SUBTOTAL 11

Second year, fall
PSYT TBA Ecopsychology: Transpersonal Perspectives
PSYT TBA Group Dynamics and Outdoor Leadership I: Experiential Observations
PSYT TBA Contemplative Perspectives & Practice I: Cultivating Compassion
PSYT TBA Children & Adolescent Interventions: Wilderness Settings
PSYT TBA Family Systems Interventions I
PSYT TBA Outdoor Skills I
SUBTOTAL 12

Second year, spring
PSYT TBA Nature & Art: Expressive Therapies
PSYT TBA Group Dynamics and Outdoor Leadership II: Facilitation
PSYT TBA Ecology and Natural History II: Applications to Counseling
PSYT TBA Contemplative Perspectives & Practice II: Applications to Counseling
PSYT TBA Adults & Special Populations Interventions: Wilderness Settings
PSYT TBA Family Systems Interventions II
PSYT TBA Outdoor Skills II
SUBTOTAL 12

Third year, fall
PSYT TBA Professional Seminar & Ethics I
PSYT 830 Masters Paper Seminar I
PSYT TBA Field Placement I
SUBTOTAL 6

Third year, spring
PSYT TBA Professional Seminar & Ethics II
PSYT 880 Masters Paper Seminar II
PSYT TBA Field Placement II
SUBTOTAL 6

TOTAL CREDITS 60
Transpersonal Psychology (Online)

This two-year, 36-credit-hour program is 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 complement the program's distance education components.

CURRICULUM
The Master of Arts in Transpersonal Psychology prepares students in the theoretical and experiential aspects of transpersonal 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. It is not a clinical or counseling degree and will not prepare students for licensing in clinical or counseling psychology. Those who already have professional clinical or counseling training and credentials may use this degree to expand their understanding and practice.

The curriculum includes required courses on foundations, theories, and applications of transpersonal psychology, as well as courses in meditation practice, integrating academic rigor with contemplative practice. Two one-week residential intensives centered on Naropa's annual summer transpersonal psychology conference are also required. These intensives include community building among students and faculty in the program and exploration of transpersonal practices and issues.

Elective courses and opportunities for self-designed coursework are offered in a variety of areas related to transpersonal psychology, including Integral Psychology, the Diamond Approach, ecopsychology, aging and the human spirit, world wisdom traditions, and somatic psychology. The program also offers two capstone courses applying transpersonal psychology in areas chosen by the student. Transpersonal Service Learning requires the application of transpersonal psychology in an area chosen by the student, and Master's Paper Seminar requires a written master's paper on a topic in transpersonal psychology chosen by the student.

ASSESSMENT
The master's paper is the culmination of the student's work in a specific area of transpersonal psychology. Assessment of the transpersonal service learning project is done through descriptions of the project, self-evaluation by students, and evaluation by supervisors. Based on their coursework, students create portfolios of their work throughout the program. This portfolio includes samples of written work from courses, personal reflections, self-evaluations, comments by faculty and supervisors, and other evidence of learning. Portfolios are used by students to demonstrate their learning and performance in the program.

REQUIREMENTS FOR M.A. TRANSPERSONAL PSYCHOLOGY

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year, summer</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 608 Residential Intensive I</td>
<td>3</td>
</tr>
<tr>
<td><strong>First year, fall</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 670e Transpersonal Psychology: Foundations &amp; Central Concepts</td>
<td>3</td>
</tr>
<tr>
<td>REL 500e Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td><strong>First year, spring</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 672e Transpersonal Psychology II: Theorists &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>REL 510e Meditation Practicum II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Second year, summer</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 618 Residential Intensive II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Second year, fall</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 677e Transpersonal Service Learning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Second year, spring</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 839e Master's Paper Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

Choose 12 credits from the following electives:
- Aging and the Human Spirit
- The Diamond Approach
- Ecopsychology
- Emotional Development
- Personality Theories
- Shambhala Meditation Practicum
- Theories of Somatic Psychology
- World Wisdom

| Electives | 12 |
| TOTAL CREDITS | 36 |
M.F.A. Actor-Created Physical Theater

Naropa's Physical Theater Training Program for the actor-creator has as its focus the dramatic and image making capabilities of the actor's body, and equips the theater artist with the skills and tools of an independent creator. Based on the pedagogy of the late Jacques Lecoq, this two-year, 48-credit training is led by faculty trained by Lecoq himself.

The intensive first year is designed to train the actor in the imaginative and free use of his or her body. In the meantime, space, time, and the theatrical devices of tempo, rhythm, build, and mimetic illusion are explored and put to the service of the actor's creativity. Collaboration is fostered by the daily invention and rehearsal of the students' group work, known as autocours.

In the voyage of the second year, major dramatic territories are explored with the purpose of generating new, contemporary forms. Autocours intensifies, giving students the potential, individually and collectively, to create the theater of tomorrow.

The training is both rigorous and highly inventive, drawing on many of the interdisciplinary aspects of theater: dance, music, acrobatics, mask-creation and puppetry. Consistent vocal training accompanies both first and second years.

CURRICULUM
First Year
The Basic of Improvisation:
An observation of everyday life

The Neutral Mask:
Essentialized natural movement, developing both calm and risk taking

The Dynamics of Nature:
Elements, materials, colors and light are explored with the purpose of finding their human and theatrical equivalencies in situation and character

Poetics:
Through movement, a translation of other art forms into the language of theater

Bestiary:
The study of animals with an eye to character creation

Masks:
Expressive and larval masks

Creating a Character:
A cumulative approach to character creation, and the development of virtuosic skills in improvisation

First Production:
Student creations based on theme-specific field research

First Year Daily Schedule
2 hours movement, improvisation and applied technique
2 hours skill set which includes: trapeze, music improv, mask making

2 hours autocours
Actor-Created Physical Theater: 8 credits
Skill Set A: 1 credit
Skill Set B: 1 credit
Skill Set C: 1 credit
Skill Set D: 1 credit

(For a total of 12 credits per semester, and 24 credits per year)

Second Year
Storytelling Languages:
Silent storytelling, moving pictures, and the world of narration

Commedia del 'Arte:
An exploration of traditional Commedia del 'Arte and its reinvention, using classic leather masks and new, student-made masks

Melodrama and the Theater of the Passions:
Following the flow of emotion towards lyricism

Tragedy:
Using classic and modern poetic texts, research into the relationship between the tragic chorus and the protagonist

The Grotesque, the Fantastic, and the Mysterious:
Inventing a new body in which to explore new worlds

The Study of Laughter:
The clown and other comic genres

Final Student Production:
The theater of the future

Second Year Daily Schedule
2 hours movement, improvisation and applied technique
2 hours: voice, or mask/puppetry workshop
2 hours autocours
Actor-Created Physical Theater: 8 credits
Skill Set E: 4 credits

(For a total of 12 credits per semester, and 24 credits per year)

Please note: classes are not open to observation. Not all students who have been accepted to the first year training may continue on to the second year training. Admission to the second year is at the discretion of the instructors.

ASSESSMENT
The culmination of a student's satisfactory completion of the M.F.A. in Actor-Created Physical Theater is the end of the year research project performance.

REQUIREMENTS
All Actor-Created Physical Theater M.F.A. students take the same courses. Each semester, 8 credits of Lecoq pedagogy are complemented by 4 credits of skill set including music improvisation, voice, trapeze, and mask and puppet making.
M.F.A. 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 akademeia, a "grove" of learning where elders and students met to explore traditional and innovative techniques and lore, in this case in the literary arts. This further conjures the contemplative vivas 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 Jack Kerouac School was founded at Naropa in 1974 by Allen Ginsberg and Anne Waldman. The school comprises the Department of Writing and Poetics, which administers its degree programs, and the Summer Writing Program. The Kerouac School has as its mission the education of students as knowledgeable practitioners of the literary arts. Its objectives toward that mission include encouraging a disciplined practice of writing and cultivating an historical and cultural awareness of literary studies. Creative writing as a contemplative practice is informed by the view that one can continuously open to "big mind" for freshness and inspiration.

Our curriculum is designed for students interested and ready to explore writing as an actively imaginative discipline, balancing required courses in writing workshops and literary studies. Program students develop the confidence and skills necessary to enter into an active literary life as writer and reader. Alumni have frequently extended their creative training into work in the fields of teaching, editing, professional writing, and publishing.

In addition to the practice and study of writing, 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 schools and other institutions.

The Kerouac School is proud of the accomplishments of its students and alumni. In recent years Naropa graduates have published books of original writing, received Fulbright scholarships, National Endowment for the Arts (NEA) grants in writing, and been finalists for the Walt Whitman prize from the Academy of American Poets. Graduates have also 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 Ph.D. programs in various fields.

CURRICULUM

The Master of Fine Arts in Writing and Poetics is a full-time, two-year, 49-credit graduate degree program. 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.

The program 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.

Two Summer Writing Programs are required of all students for completion of the M.F.A. degree. 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 ecopoetics and bioregionalism, investigative poetics, contemporary Latin American writing, gender poetics, and writing in performance. See the "Special Programs" section of this catalog for more information.

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.
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 a “practicum.”

Creative Reading & Writing Courses

Creative reading and writing courses have, as the name suggests, distinct reading and creative writing components. Credits from these courses may be applied either to writing workshop or literature course requirements.

Literature Courses

These courses examine a single writer’s work, specific topics in literary history, or encompass a survey of historical or theoretical orientations. Recent courses have included “The Cantos of Ezra Pound,” “The Reflexive Novel,” “Trends: Introduction to Critical Theory,” “Classic Modernism,” “Radical Prosody,” “William Blake,” “Postmodern U.S. Poetry,” and “The Harlem Renaissance.” All literature classes require critical papers in standard academic format.

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 practice are offered within the Writing and Poetics Department as elective courses.

Contemplative Requirement

M.F.A. 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, tangka 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.

ASSESSMENT

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 poetry, prose, and translation, 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” (WR 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.

CONCENTRATIONS

On applying to the Master of Fine Arts program, students select and follow a prose, poetry, or translation concentration, but may take workshops in any concentration. This selection is required because it helps the student focus on one of these three general categories of composition, verse, prose, or translation in the time that they are in the program. A student’s final manuscript may contain poetry, prose, and translation, but at least the minimum page requirements for one concentration or the other must be met.

Poetry

M.F.A. poetry workshops involve an intensive engagement with verse composition. Workshop writing may include Western and non-Western models of composition, e.g. the ballad, sonnet, ode, haiku, haibun, prose poem, as well as the many possibilities of free verse and work with mixed genres and modes. Courses will include readings and discussion of modes of composition.

Prose

M.F.A. prose workshops examine techniques of modern fiction and creative prose. Basic strategies for monologue, dialogue, point of view, characterization, scene construction, and linguistic tone are explored and assigned for practice. In prose workshops, long and short fiction, memoirs, autobiographical prose, drama, screenplays, and video are used to illustrate narrative technique. Workshops encourage student peer critique and develop editing skills and an informed vocabulary for group discussion.

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Translation
Students electing this concentration must take two Practice of Translation workshops and one other workshop in either the poetry or prose concentrations. The M.F.A. Translation workshops examine both the practical and theoretical aspects of translation. Coursework may include various exercises in translation, explication, imitation, and mistranslation. Generally in each course a student will focus on a sustained work of translation from a particular author, language, or historical period. Readings for the courses will include significant historical essays as well as work by recent and contemporary writers who study and practice translation. In every instance the concern will be the production of literary translations of poetry, fiction, or essays.

REQUIREMENTS FOR M.F.A.
WRITING AND POETICS

REQUIRED COURSES
The Master of Fine Arts in Writing and Poetics requires a total of 49 credit hours distributed among the following courses:

WRI 651-654 Summer Writing Program I
WRI 751-754 Summer Writing Program II

SUBTOTAL 16

Writing Workshops
Choose nine credits from the following:
All classes are three credits.

WRI 512 Practice of Translation
WRI 529 Contemplative Poetics
WRI 540 The Expository Essay
WRI 620A Practice of Poetry: Word for Word, Line by Line
WRI 620B Practice of Poetry: Migrant Metaphor
WRI 623A Creative Reading & Writing: TBA
WRI 623B Creative Reading & Writing: Sequences
WRI 624A Practice of Fiction: Postmodern Prose
WRI 624B Practice of Fiction: Building Blocks
WRI 760A Practice of Poetry: Fractile Chaos
WRI 760B Practice of Poetry: Composition & Critique
WRI 763 Creative Reading & Writing: TBA
WRI 765A Practice of Fiction: Monologue and the Development of Character
WRI 765B Practice of Fiction: Social Class & American Story

SUBTOTAL 9

Literature Courses
Choose nine credits from the following:
All classes are three credits.

WRI 512 Practice of Translation
WRI 513A Literature Seminar: Beyond the Harlem Renaissance
WRI 513B Literature Seminar: Looking through French Windows
WRI 514 Literature Seminar: TBA
WRI 515 Trends in Contemporary Literature
WRI 529 Introduction to Critical Theory
WRI 530 Contemplative Poetics
WRI 540 The Expository Essay
WRI 535 Trends in Contemporary Literature: Introduction to Feminist Criticism
WRI 543 Literature Seminar: Three Extraordinary Women
WRI 580 Eco-Lit
WRI 623A Creative Reading & Writing: TBA
WRI 623B Creative Reading & Writing: Sequences
WRI 763 Creative Reading & Writing: TBA
WRI 768 M.F.A. Literature Seminar: William Blake

SUBTOTAL 9

Electives offered by the Writing and Poetics Department
Choose six credits from the following:

WRI 516W Poetry Practicum: Negative Capability
WRI 519W Writer's Practicum: Designing a Writing Workshop
WRI 546W Poetry Practicum: Small Press
WRI 527W Prose Practicum: TBA
WRI 530W Writers Practicum: All the World's a Stage
WRI 581 Project Outreach
WRI 582 Letterpress Printing: The Well-Dressed Word
WRI 583 Letterpress Printing: First Impressions
WRI 700 Writing Pedagogy Seminar
WRI 705 Writing Pedagogy Practicum

SUBTOTAL 16

Contemplative Courses
Choose three credits
See courses listed in the catalog that satisfy contemplative requirements.

SUBTOTAL 3

Final Manuscript
WRI 880 Manuscript

SUBTOTAL 6

TOTAL CREDITS 49

If necessary:
WRI 881 Extended Manuscript

.5

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 a few of those writers who have presented
their work at Naropa over the years. These audio tapes are available to students. In recent years this archive has been augmented with a selection of video tapes.

**Project Outreach**

Directed by resident faculty member Jack Collom, Project Outreach places our students in local schools and other institutions to lead creative writing workshops. Naropa Writing and Poetics program students receive course credit while developing their teaching skills for the benefit of the larger community.

**Bombay Gin**

*Bombay Gin,* the literary magazine of the Writing and Poetics Department, is edited each year by a board of our 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 technique using distributable type on both platen and 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 Seiko 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 of the catalog.

**Events, Benefits, and Publications**

Regularly scheduled Writing and Poetics events include student arts 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.
Naropa Oakland
CREATION SPIRITUALITY MLA
(BRANCH CAMPUS LOCATED IN OAKLAND, CALIFORNIA)
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 medievil Europe. Creation Spirituality provides a solid foundation and holistic perspective from which to address the critical issues of our times, including the revitalization of religion and culture, the honoring of women’s wisdom, the celebration of hope in today’s youth, and the promotion of social and ecological justice. It is concerned with developing theologians and practices within religion and culture that promote personal wholeness, planetary survival, and universal interdependence.

The Creation Spirituality program is offered at Naropa University’s campus in Oakland, California. For information on Admission, Tuition, Financial Aid, Student Affairs, and Oakland campus facilities, please refer to The Naropa University-Oakland campus catalog/handbook available from

Office of Admissions
Naropa Oakland Campus
(510) 835-4827, ext. 19
email: aileend@csonet.org

CORE CURRICULUM IN CREATION SPIRITUALITY

The Master of Liberal Arts degree in Creation Spirituality requires 32 credit hours of study. Students may complete their requirements through participation in required intensives combined with weekday and/or weekend classes. A limited number of online elective classes are also available. Full- or part-time study is available. Students may begin their course of study in either the fall or spring semester.

Fall semester begins with a five-day intensive in Creation Spirituality and the New Cosmology. Additional requirements in Creation Spirituality, cosmology, and core readings continue this foundational study throughout the spring and fall semesters. Students also select seminars, art-as-meditation, and art-of-community building courses. Seminars 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 students in a dialogue with community participants from Oakland and the Bay Area.

Full-time Option

The full-time program is designed to be completed in three semesters. In addition to the required courses, students combine weekday, weekend, and optional intensives to complete their coursework.

Part-time Option

Flexible scheduling options have been designed especially for those who seek an alternative to a full-time study program. In addition to the required courses, students choose from a wide variety of courses which blend the richness of seminars and art-as-meditation. Participants may choose to concentrate the balance of their study in weekend courses, or they may combine weekend, weekday, and/or intensive courses to meet their individual needs. Some independent study is also possible.

REQUIREMENTS FOR M.L.A.
CREATION SPIRITUALITY

5 credits Creation Spirituality/Cosmology
2 credits Core Reading
2 credits Mystics
2 credits Overview Lab (Urban Spirituality, Genealogy, or Digital Documentary Filmmaking)
2 credits Art-as-Meditation*
2 credits Art-as-Community Building
3 credits Master’s Project/Thesis & Process Group
14 credits additional electives
(to include a minimum of 6 credits of seminar)

32 TOTAL CREDITS

*Note: In addition to specifically designated art-as-meditation classes, each intensive and weekend course includes an art-as-meditation component.

COURSES OFFERED

Courses offered in the fall and spring semesters are taken from the following:

Required Courses

CSP 600 Creation Spirituality & Cosmology Intensive
CSP 601 Overview in Creation Spirituality & Cosmology
CSP 603 Core Readings in Creation Spirituality and Public Events
CSP 606 Urban Spirituality (Overview Lab)
CSP 608 Master’s Project/Thesis
CSP 615 Creation Mystics

Optional Courses

CSP 642 Cosmology & the New Science
CSP 702 Master’s Project/Thesis Process Group II

Core Faculty:
Charles Burchak,
Marlene DeNardo (co-chair),
Matthew Fox (co-chair),
Clare Romani

Adjunct Faculty:
Rita Bartholomew,
Dorsey Blake,
Peter Brokensword,
Daniel Buford,
Ken Butigan,
Kalo Ching,
Adriana Diaz,
Dale Ellis,
M. Christina González,
Gina Ross Halphen,
Jaqueline B. Hairston,
Sister Jose Hobyay,
Shanja Kirsten,
Genevieve Lim,
Joanna Macy,
Michael Mansfield,
Jill Martin,
Ana Matt,
Betty McAfee,
Judith McKinney,
Rolf Osterberg,
Russell Paul,
Ana Perez-Chiari,
Robert Rie,
Suzanna Sandigiri,
David Sharp,
Bruce Silverman,
Jeremy Taylor,
Laiaah Teal,
Gayle Edmunds Watkins

Visiting Faculty:
David Abram,
Cari Anthony,
Stuart Cowan,
Neil Douglas-Katz,
Clarissa Pinkola Estéz,
China Galland,
Theodore Roszač,
Peter Russell,
Starhawk,
Brian Swimme,
Hal Tausig,
Margaret Wheatley

Admissions Coordinator:
Aileen Donovan
Seminar Courses
CSP 618 The Mysticism of Meister Eckhart
CSP 626 Creation Mystics: Hildegard of Bingen
CSP 628 The Search for Common Ground:
Howard Thurman
CSP 636B Ecospirituality: Earth Wisdom and
Wisdom Traditions
CSP 639 Feminist Awakening & Women's Spirituality
CSP 643 Psycho, Soul & Spirit: Psychological
Development & Spiritual Growth
CSP 644 Engaged Buddhism & Liberation Theology
CSP 648 Integrative Seminar
CSP 649 The Reinvention of Work I
CSP 652 Universal Themes in Myths & Dreams
CSP 655 Jewish Mysticism
CSP 660 Merton as Mystic and Prophet
CSP 662 Deep Ecumenism: Cosmic
Christ & Buddha Nature
CSP 694 The Work That Reconnects

Art-as-Meditation Courses *
CSP 654 Dancing Our Wisdom
CSP 657 Passages: Rites for Men & Women
CSP 731A Native American Rituals
CSP 735 Journeying with the Chakras
CSP 736 Yoga of Sound
CSP 738 Judy Chicago's "Dinner Party"
CSP 740 Introduction to Group Dream Work
CSP 743A Creative Body, Creative Spirit: The Ancestors
CSP 743B Creative Body, Creative Spirit: Totem Animals
CSP 744 Painting as Creative Meditation
CSP 745 Dancing Sacred Texts
CSP 747 The Art of Ancestral Drama
CSP 751 The Camera as Illuminator and Companion
CSP 754 Ritual Theater and Creative Writing
CSP 772 Spirituality, Folklore & Theater
Art-of-Community Building Courses
CSP 653 Compassion Practice
CSP 700 Wilderness Experience
CSP 703 Creating Techno Cosmic Masses
and Rituals
CSP 704 Sustainable Communities
CSP 706 Spirituality and Homelessness
CSP 708 Photography and Social Change
CSP 750 Elements of African Ritual

CONCENTRATION IN INDIGENOUS MIND
This concentration, together with the foundational
courses in Creation Spirituality, reawakens in students
their own genealogical, cultural, and spiritual roots,
such as Celtic, Asian, African, Jewish, or Native
American. Cultivating the indigenous Mind puts
students into a sacred whole way of seeing and being,
and ignites their earth-based consciousness to bring
healing to the world economy, restoration of the
environment, and religious tolerance for people of
all paths.

Students choosing to build this emphasis into their
M.L.A. program take 10-12 credits of specialized
study in Indigenous Mind. Experiential learning on the
land with traditional Elders deepens the learning
process. Consequently, this concentration requires
eight-day residencies (in addition to the intensive
required as part of the core curriculum). Two
residencies are scheduled each semester, in addition to
residencies, students engage in independent study and
online coursework. Three semesters of sequential
study are required for the Indigenous Mind

Courses specific to Indigenous Mind Concentration:

Seminar Courses
CSP 712 Indigenous Science: A Survey
CSP 716 Genealogy: Finding the Sacred Tree of Your
Family (Overview Lab)
CSP 720 Dancing with the Missionary: Christianity,
Colonization and Cultural Imperialism
CSP 724 Restoring Wisdom: Moon and Dreams as
Mythic Metaphor
CSP 727 Environmental Intimacy: Earth and Mud
as Primal Passage

Art-of-Meditation/Art-of-Community
Building Courses include
CSP 653 Compassion Practice
CSP 700 Wilderness Experience:
Living in Community
CSP 731A Native American Rituals
CSP 731B Native American Rituals
CSP 741 Advanced Dream Work
CSP 743A Creative Body, Creative Spirit:
The Ancestors
CSP 753 The Computer as Useful Friend

CONCENTRATION IN SACRED CINEMA
This concentration provides students with tools of
perception, storytelling, and the basic technical
knowledge of the filmmaking process. Students
become creators, not just consumers, of the medium,
creating films with soul and spirit.

Ten to twelve credits of specialized courses in theory
and experiential study in Sacred Cinema are required
for the completion of this concentration within the
32-credit Master's Degree Program. Students have the
opportunity to focus their Master's Project/Thesis in
the area of Sacred Cinema.

Courses specific to Sacred Cinema
Concentration:

Seminar Courses
CSP 672 A History of Sacred Cinema
CSP 677 Digital Documentary Filmmaking
(Overview Lab)

Art-of-Meditation/Art-of-Community
Building Courses
CSP 682 Zen Mind, Editing Mind I
CSP 711 Cinema as Meditation
CSP 782 Zen Mind, Editing Mind II
CSP 729 Living Wisdom Interviews
CSP 778 Embodying Story

Naropa Oakland: M.L.A. Creation Spirituality 115
Creation Spirituality Courses

Unless otherwise indicated, courses in this discipline are offered at the Oakland, CA campus.

CSP 500e
Intro to Creation Spirituality - 3 cr
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. The earliest tradition of the Hebrew Bible, it 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 concerned with developing theologies and practices within religion and culture that promote personal wholeness, planetary survival, and universal interdependence. Both B.A. and M.A.

CSP 600
Creation Spirituality & Cosmology Intensive - 3 cr
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 in the fall.

CSP 601
Overview in Creation Spirituality and Cosmology I - 2 cr
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 - 2 cr
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 - 1 cr
Through a study of 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 - 1 cr
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.

CSP 605
Overview in Creation Spirituality II - 1 cr
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.

CSP 606
Urban Spirituality - 1-3 cr
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 - 3 cr
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 - 1-2 cr
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 - 1 cr
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 - 1-3 cr
A focus on contemporary black leadership and its 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 within these communities that have kept hope alive and nurtured the soul.

CSP 612
Creation Spirituality and Youth - 1 cr
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 - 1 cr
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 elderhood, 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 - 1 cr
An exploration of 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 - 1-3 cr
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 - 1-3 cr
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 - 1 cr
The mystical theology of the great medievel 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 - 1 cr
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.

CSP 619
20th Century Mystics - 2-3 cr
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 that 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 - 1 cr
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.

CSP 621
Roots of Ritual: Techno-Cosmic Rituals - 1 cr
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.

CSP 622
Technology & Spirituality in a Postmodern World - 1 cr
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 - 1-3 cr
In a re-examination of traditional theological themes from a feminist perspective, the course is designed to foster healing practices that contribute to a world of connection and relationship. Myths and stories from around the world broaden the student's understanding of the sacred.

CSP 624
The Christian Mystical Tradition & the Art of Deep Prayer - 1-3 cr
An exploration of writings on prayer from great Eastern and Western mystics of the past 1,600 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
Mystical Poets and Creation Spirituality - 1-3 cr
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
Mystical Poets and Creation Spirituality - 1-3 cr
Students will study contemporary mystical poets such as Denise Levertov, Mary Oliver, Marge Piercy, Susan Griffin, Federico Garcia Lorca, Theodore Roethke, and Wendell Berry for how they reveal the themes of Creation Spirituality.

CSP 626
Creation Mystics: Hildegard of Bingen - 1 cr
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.

CSP 627
Creation Spirituality and the Black Experience - 1-3 cr
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 - 1-2 cr
An examination of 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 - 1-3 cr
Participants will explore the myths and tales of West African spiritual traditions. The myths of creation, tales of the deities, and legends of illustrious ancestors will be examined. The wisdom will be drawn from the Yoruba people of southwest Nigeria to the slave coast of Brazil and the Caribbean.

CSP 630
African American Spirituality—From Antiquity to the Twentieth Century - 1-3 cr
Illuminating the sources and experiences that have nurtured the African-American soul, the course 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 - 2-3 cr
Participants will explore the spiritual traditions of Hinduism, Buddhism, Taoism, Christianity, Judaism, Islam, indigenous native religions, and women's spirituality insofar as these paths address common human issues and problems. Among the themes examined 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 - 1-3 cr
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 - 1-3 cr
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 - 1-3 cr
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 - 1 cr
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.

CSP 634
The Historical Jesus as Ecological Sage - 1-3 cr
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 provides the basis for this exploration.

**CSP 635**

Prophets—Yesterday and Today - 1-3 cr
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 - 1-3 cr
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 - 1-3 cr
The course will explore how the crisis of the Earth will transform our faith traditions. Participants will draw on the interwoven strands of earth wisdom traditions and contemporary manifestation in ecopsychology, ecofeminism, and deep ecology. The purpose is to develop a 'sense of place' and connection with all beings that fosters the self-healing powers in the web of life.

**CSP 637**

A Cosmological Perspective on Sustainable Communities - 1 cr
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 that has been called the "Ecozoic Era."

**CSP 638**

The New Science and Cosmology - 1 cr
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.

**CSP 639**

Feminist Awakening & Women's Spirituality - 2-3 cr
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 - 1-3 cr
An in-depth examination of 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 - 1-3 cr
Mind is much more than brain matter. The emerging science of consciousness supports a holistic cosmology in which science and spirituality are no longer in conflict and mind/spirit is as fundamental to the universe as matter/energy and spacetime.

**CSP 642**

Cosmology and the New Science - 1-3 cr
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 - 1-3 cr
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 - 1-3 cr
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 response to a world of materialistic and competitive values, the class will discuss the alternatives offered by Christian and Buddhist practices.

**CSP 645**

Buddhist Studies - 1-3 cr
This overview course will cover the fundamental principles of Buddhist doctrine, including the four noble truths, the noble eightfold path, the five aggregates, karma, rebirth, conditioned genesis (paticcasamuppada), the doctrine of no-soul (anatta), and the theories of mindfulness (sattipatthana). 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 - 1-3 cr
We will examine the approaches to spiritual lifestyle 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 - 1-3 cr
Students will examine themes of spiritual empowerment found in mystical writings from master Sufis such as Mansur Al-Hallaj (13th century), Farhadin Attar (12th century), Jalaluddin Rumi (12th century), and Omar Khayyam (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 - 1-2 cr
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 newsworthy, 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 - 1-2 cr
Designed to offer integrative processes in the master's program, the course includes the opportunity for 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.

CSP 649
The Reinvention of Work I - 1 cr
Taking a creation-centered approach to exploring the participants' experience of work and discovering their work visions, the course 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 students' personal work visions.

CSP 650
The Reinvention of Work II - 1 cr
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 that students can 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 - 1 cr
The relationship between psychological development and spiritual growth is explored. Participants will consider the insights of creation spirituality, spiritual-wisdom figures, and contemporary psychology as each illumines our path of psycho-spiritual growth.

CSP 652
Universal Themes in Myths and Dreams: A New Look at Jung and Sacred Narrative - 1-3 cr
The course will explore myths, dreams, and sacred narratives as they relate to the creation of meaning and wholeness in light of the work of C.G. Jung. Alternating between presentations of sacred narratives and basic tools for archetypal analysis, the class will focus on the integration of these materials.

CSP 653
Compassion Practicum - 1 cr
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 20-25 hours learning with others engaged in the restoration and transformation of the earth community.

CSP 654
Dancing Our Wisdom - 1 cr
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 - 1-3 cr
Through an exploration of 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, and contemplative techniques.

CSP 656
Urban Spirituality: The Goddess in the City - 1 cr
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.

CSP 656B
Urban Spirituality: Prejudice, Culture & Social Change - 1 cr
The course explores how the dynamics of prejudice and cultural identification, present in all of us, can both invite and resist social change. A combination of meditative/reflective techniques, readings, and discussion of theoretical and spiritual literature provides the basis for student experience.

CSP 657
Passages: Rites for Men & Women - 1 cr
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 reverence in facilitating the changes that occur in a woman's/man's life and examine the significance of ritual and community at such times of passage.

CSP 660
Merton As Mystic and Prophet - 1 cr
In the course participants will explore major insights of Thomas Merton, a twentieth-century mystic/monk/prophet, who has been called "a symbol of the century." Students will consider both his invitation to deepen their
CSP 661
Buddhist and Christian Perspectives on Social Change - 1 cr
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.

CSP 662
Deep Ecumenism: Cosmic Christ & Buddha Nature - 1-3 cr
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 - 1 cr
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.

CSP 664
Personality, Spirituality & Work: A Jungian Perspective - 1 cr
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.

CSP 665
Deep Ecumenism: Judaism and Buddhism - 2-3 cr
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 - 2-3 cr
Witter 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 - 1-3 cr
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 - 1-3 cr
The course will explore how some of America's greatest writers have grappled with their understanding of soul, divinity, and spiritual experience. Students will examine evocative works by such writers as Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Leslie Marmon Silko, and Toni Morrison.

CSP 670
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 671
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: without fear, playful and creative; seeking after what is possible in an inherently orderly world; being willing to learn and be surprised! This simpler way summons forth what is best about us, and identifies us as creative seekers of meaning. 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 illuminate 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
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 relationships to nature and the cosmos. (This doesn't necessarily follow the intensive in the new configuration.)

**CSP 701**
Process Group I - 1 cr
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 - 1 cr
The second semester process-group course offers time to explore with other students the creative process of developing a Master's project/thesis. Students will have the opportunity to sharpen their writing skills, to learn good techniques for research, and to give and receive peer support and critique.

**CSP 703**
Creating Techno Cosmic Masses and Rituals - 1-2 cr
In this course students will apprentice with visual-makers, DJs, 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 - 1-3 cr
This class will provide participants with a brief overview of sustainability and higher connections between ecological, ethical, social, spiritual, and economic issues and our current ways of living. Students will also be introduced to a range of exciting models and emerging sustainability projects that are helping to reclaim our culture, protect living systems, and rebuild communities.

**CSP 705**
Creation Spirituality for Children - 1 cr
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**
Spiritality and Homelessness - 1 cr
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 animism 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 - 1 cr
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 - 1-2 cr
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 - 1 cr
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, half-way houses, child care centers, and public schools.

CSP 711  Cinema As Meditation - 1-3 cr
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 - 1-3 cr
Traditional elders and wisdom keepers will be the teachers in this class, exposing the students not only to the content, but also to 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.

CSP 716  Genealogy: Finding the Sacred Tree of Your Family - 1-3 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 - 1-3 cr
This course explores the deep impact of Christianity on tribal communities around the world. Through the in-depth study of the role of Christianity in many of the world's cultures, 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 - 1-3 cr
By emphasizing the rich traditions of the moon and the waters whose cycles it regulates, this course 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 - 1-3 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 - 1-3 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 rivers (meridians) in their body, into the mystery of the inner being where the Muse awaits. Participants will feel the pulse and rhythm in these depths as 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, dances, dream-sharing, and vision quests. In this course participants will experience the power of these ancient forms of ritual on American soil, which reflect the basic themes of Creation Spirituality.

CSP 731B  Native American Rituals - 1 cr
Native American peoples across North America have always understood and celebrated their place in creation through various ceremonies, rituals, and observations. This course will explore the various spiritual concepts found in the experience of cultural participation and provide the participants with knowledge, understanding, and insight into 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 development of Native American traditions and spirituality.

CSP 733  Clay, Color, and Word - 1 cr
Clay is a primal medium of creative statement. Participants will investigate the creative process through touching and being touched by the spiritual dimensions of statement in clay and color. A personal visual vocabulary of symbol, form, and image will be developed for growth, joy, and a deeper understanding of oneself and the world.

CSP 734  Art and Healing - 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 statement. 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 sexuality and the development of consciousness. This experiential course will help participants build their own personal spiritual discipline around the chakras in a way that is meaningful and appropriate to western culture and its psyche.

CSP 736
Yoga of Sound - 1-2 cr
Shabda Yoga (the Yoga of Sound) 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.

CSP 737
Singing As Meditation - 1-2 cr
The voice is a spiritual tool and is the most intimate statement 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 participants will create together a dinner party unique to themselves.

CSP 739
Moving Toward Stillness - 1 cr
Participants will explore the dynamic relationship between movement and stillness, by engaging in active, often playful, experiences of letting-go, as well as through quiet experiences of distillation. Open-ended improvisations invite each participant, according to his/her own timing, to enter the transformative life-dance where body and spirit are one.

CSP 740
Introduction to Group Dream Work - 1 cr
Examining the basic theories and techniques for exploring and identifying the salient features of unconscious life through a focus on the dream, the course will provide the student with a basis for extensive self-exploration and increased conscious self-awareness.

CSP 741
Advanced Dream Work - 1 cr
As basic dream concepts are understood, deeper inner work emerges and mythological/archetypal images that shape our contemporary individual and collective lives are recognized and discussed.

CSP 742
Dreams and Archetypes of Authentic Gender - 1-2 cr
The hidden dimensions of complex and difficult problems are often addressed in creative and productive ways in our dreams. This inner knowledge makes possible an understanding of the relationship between using dreams for personal growth and for resolving our many social problems.

CSP 743A
Creative Body, Creative Spirit: The Ancestors - 1 cr
Chi Gung takes you into the depths of the body where hidden treasures await: the integration of yin and yang, the alchemy of water, wood, fire, metal, and the mystery of sounds, temperatures, symbols, and inner figures. This process guides the participants to dance with ancestors and whisper with their inner sources as their chi descends into Gaia, ascends into the heavens, and takes visual and tactile form through creative self-statement.

CSP 743B
Creative Body, Creative Spirit: Totem Animals - 1 cr
Chi Gung and oriental bodywork guide the participants into their body depths to bridge creativity and sacred anatomy. From this source flow the spiral of light and dark; the alchemy of water, wood, fire, metal; and the mysteries of sounds, temperatures and terrains. In this realm the personal totem animals await to embrace, inspire, and create. Animal breath flows through the body's organs, meridians, fascia, and skin to shapeshift as sacred ritual art.

CSP 744
Painting As Creative Meditation - 1 cr
The course is designed to free up the creative potential within every student. It introduces the philosophy and process of creative meditation to develop technical skills essential to the art of painting, and to impart a method of meditation and ritual that are integral to self-statement.

CSP 745
Dancing Sacred Texts - 1 cr
The sacred texts needed for our times will be given a stage so that the body can process and make the word flesh in community. This is a way to experience the quest for knowledge and to do research in a far more accessible and engaging manner than the conventional reading of sacred sources.

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

CSP 747
The Art of Ancestral Drama - 1-2 cr
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 variations of these rituals performed in modern times.
CSP 748
Women's Rites of Passage - 1-2 cr
A discussion of the basic components of rites of passage, the course will focus on the importance of facilitating with reverence the changes that occur in a woman's life. The ritual practices of women in the West-African diaspora will serve as examples for understanding the function of rites of passage.

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

CSP 750
Elements of African Ritual - 1-2 cr
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 traditions and spiritual practices.

CSP 751
The Camera As Illuminator and Companion - 1 cr
Participants in the course will begin to see in new ways, gain a level of comfort with the tools and equipment 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 - 1-3 cr
Movies are far more than entertainment. 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 - 1-3 cr
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 - 1 cr
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 - 1-2 cr
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 mantra singing from a variety of traditions form a living mandala. The participants will call upon the expressive arts in order to explore and clarify their experience of the sacred.

CSP 756
Massage As Meditation - 1 cr
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 - 1 cr
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
Tai-chi Ch'uan and Art: The Tao of Creativity - 1 cr
Cultivate the body's internal energy of "chi" and learn to heighten its awareness. Through gentle exercises that 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 - 1 cr
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 - 1 cr
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 - 1 cr
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 - 1 cr
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 statement. Students will listen to rap music, learn the basic techniques, and explore lyrical writing and rapping in a supportive, creative environment.

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

CSP 764
Ritual Theater and Creative Writing - 1 cr
Participants will find their deepest images and truest selves by journaling, writing, and improvisational statement. This spiritual practice is as old as human imagination itself. The course will provide opportunities through meditation, Chi Gung, and ritual making to free the artistic mind from which creative writing springs.

CSP 765
Sculpture As Meditation - 1 cr
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 - 1–3 cr
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 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 - 1-2 cr
The profound and well-developed practices of personal and community rituals of India inspire participants to create and develop their own meaningful rituals. The course context will be Western culture and spirituality, particularly concerning the use of technology.

CSP 768
Spirituality, Diversity, and Social Change - 1 cr
Participants view and discuss a variety of films that 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 - 1 cr
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 - 1 cr
Students explore the personal and the societal dimensions of the transformation from 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 - 1 cr
The course examines how the mindstream can be continually purified and kept stable by the unflinching practice of mindful observation. This meditative practice, which 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 - 1 cr
A cast of cowries: designing our destiny through re-imagined mythology. Participants will examine ancient myths from the divinatory orative of the African diaspora. Identification of the archetypes of the forces of nature as expressed through human personality and culture will be discussed. Students will then re-imagine their role in the spirituality of their communities and write "new myths." These will be performed at a public ritual in honor of the ancestors.

CSP 773
Meditations on Gathering and Parting - 1 cr
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.

CSP 778
Embodiment Story - 1–3 cr
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 - 1–3 cr
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 statement.

Course Numbers TBA
CSP
Way of the Artist: Freeing the
Voice of the Soul - 1 cr
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 - 1 cr
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

**Pamela (Apelia) Colorado**  Creation Spirituality
B.A., University of Wisconsin
Ph.D., Brandeis University
Apelia 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 Cali. With assistance from the Canadian International Development Agency, Apelia founded the Worldwide Indigenous Science Network. She created the first doctoral program in Traditional Knowledge at the California Institute of Integral Studies.

**Marlene M. DeNardo**  Creation Spirituality
B.A., College of Notre Dame, Belmont, California
California State Teaching Credential
M.A., Culture and Creation Spirituality, Holy Names College
Marlene DeNardo has done advanced study at Universidad 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.

**David R. Ford**  Creation Spirituality
B.A., Loyola University
M.A., Middlebury College
S.T.L., University of St. Mary of the Lake
Ph.D., Graduate Theological Union, Berkeley
David Ford's areas of academic interest are Christian Mysticism, Latin American Spirituality, multicultural studies, and the theology of religious pluralism. He has lectured at Notre Dame University and is an adjunct instructor at Seattle University. As a former Roman Catholic priest, he was the Clergy Coordinator of Hispanic Ministry in Des Plaines, IL, and the Director of Casa Jesus, a house of formation for Latino seminarians, in Chicago. He also taught Spanish and Latin American Studies and was a spiritual director at Niles College and the University of St. Mary of the Lake. Dave also did missionary work in Panama, Nicaragua, and Mexico.

**Matthew Fox**  Creation Spirituality
M.A., Aquinas Institute of Theology
Ph.D., 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 in Oakland, California. He is an ordained Episcopal priest.

**Kevin Peer**  Creation Spirituality
B.S., 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 statement.

**Clare S. Ronzani**  Creation Spirituality
B.A., College of Notre Dame
M.A., Theology, Graduate Theological Union, Berkeley
Clare Ronzani's areas of specialization include liberation spirituality, integration of spirituality with psychology and the arts, Jungian personality theory, learning and process methodology, women's studies and ritual, and justice making. She is director of the Weekday 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.
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, play therapy, 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 10 to 30 semester hours of graduate courses. Graduate certificates are designed, for the most part for professionals who already have a degree in a related field. (Please see the individual descriptions for more information on requirements.)

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. Thesis and independent study are not available to participants in certificate programs. There is a three-year time limit to obtain the certificate.

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. Financial aid is not currently available for certificate programs.

Emphasis for Current or Entering Naropa Degree-Seeking Students
The certificate course of study may also be available to currently enrolled Naropa M.A. students as an emphasis within their primary field of study. Degree-seeking students use their elective coursework to take the required courses in the certificate program. In rare cases, a student will be able to complete both the M.A. program and the certificate program. In these cases, the certificate will be listed as an emphasis on the student's diploma.

There will be many cases where a student either has too few electives to complete the certificate or where they may choose to use their electives towards courses other than the certificate. In these instances, the student will graduate from Naropa with just the M.A. degree and apply to come back to Naropa to complete a certificate at a later date. At this point, credits previously earned at Naropa will be evaluated by the department and up to nine applicable credits may transfer into the certificate program. The student would then need to complete the lacking credits. Students have five years after leaving Naropa to return to complete a certificate.
ECOPSYCHOLOGY CERTIFICATE PROGRAM

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 us 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 an emerging field that is developing in recognition that human health cannot 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 to again see the needs of the person and the needs of the planet as interrelated and interdependent. 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.

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.

CURRICULUM

Naropa University offers a 16 credit-hour certificate program for graduate level students and postgraduate degree professionals. This interdisciplinary program provides training in the fundamental principles and practices of ecopsychology. Currently the majority of these courses are offered on campus. Several of these courses are online 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.

OPTIONS FOR COURSE OF STUDY

Ecopsychology Graduate Emphasis Students applying to, or enrolled in, a graduate degree program at Naropa University may be able to choose ecopsychology as an emphasis within their primary field of study. The ecopsychology emphasis will 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. Students must fill out a “declaration of emphasis” form in the registrar’s office.

Ecopsychology Graduate Certificate 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.

REQUIREMENTS FOR EMPHASIS OR CERTIFICATE IN ECOPSYCHOLOGY

Required Courses

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 528</td>
<td>Ecopsychology Training: Waking Up Together (summer)</td>
</tr>
<tr>
<td>PSY 549</td>
<td>Ecopsychology Conference Program (April)</td>
</tr>
<tr>
<td>PSY 551</td>
<td>Ecopsychology (PSY551e for online version)</td>
</tr>
<tr>
<td>PSY 552</td>
<td>The Psychology of Wilderness</td>
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</tbody>
</table>

Choose three credits of Contemplative Practice Course

REL 500e | Meditation Practicum I (online) | 3 |
TRA 500e | Shambhala Meditation Practicum (online) | 3 |
PSY 620 | Psychology of Meditation (TCP students only) | 3 |
| and many other options available on campus |

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV 520</td>
<td>Deep Ecology in Context (ENV 520e online)</td>
</tr>
<tr>
<td>PSY 534</td>
<td>Basic Counselling Skills (open to non TCP students)</td>
</tr>
<tr>
<td>PSY 611/661</td>
<td>Counselling Relationship I or II (TCP students only)</td>
</tr>
<tr>
<td>REL 515E</td>
<td>Buddhism &amp; Social Action</td>
</tr>
<tr>
<td>ENV 535</td>
<td>Ecology and Evolution</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 16

Additional Ecopsychology Courses

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.

Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECO 510</td>
<td>Field Ecology I: Biology &amp; Plant Ecology</td>
</tr>
<tr>
<td>ENV 563</td>
<td>Indigenous Peoples &amp; Environmental Issues</td>
</tr>
<tr>
<td>ENV 555</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>ENV 670</td>
<td>Human/Nature Contract</td>
</tr>
<tr>
<td>ENV 630</td>
<td>Transforming Systems</td>
</tr>
<tr>
<td>PSYS 516</td>
<td>Contemplative Mountaineering</td>
</tr>
<tr>
<td>PSY 530</td>
<td>Journey to the Source</td>
</tr>
</tbody>
</table>
GERONTOLOGY
CERTIFICATE PROGRAMS
A number of long-term care practitioners 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 programs. For Naropa graduate students who want a systematic curriculum in program-management skills, we offer an emphasis in contemplative management for the human services.

REQUIREMENTS FOR
POST-BACCALAUREATE CERTIFICATE IN GERONTOLOGY
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 is useful for nurses, social workers, and other professionals in the direct service side of long-term care.

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>GER 610</td>
<td>Concepts of Management 3</td>
</tr>
<tr>
<td>GER 610</td>
<td>Concepts of Management 3</td>
</tr>
<tr>
<td>GER 620</td>
<td>Long-Term Care Delivery Systems 2</td>
</tr>
<tr>
<td>GER 640</td>
<td>Aging and Health 2</td>
</tr>
<tr>
<td>GER 650</td>
<td>Contemplative Approaches to Elder Care 3</td>
</tr>
<tr>
<td>GER 670</td>
<td>Public Policy 2</td>
</tr>
<tr>
<td>GER 805</td>
<td>Field Placement in Long-Term Care 2</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>16</td>
</tr>
</tbody>
</table>

REQUIREMENTS FOR
POST-BACCALAUREATE CERTIFICATE IN LONG-TERM CARE MANAGEMENT
This 15-credit certificate would require courses in business aspects of long-term care management and courses about the structure and operation of the systems that provide long-term care. This certificate is useful for professionals who wish to assume management responsibilities in long-term care service programs.

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Concepts of Management 3</td>
</tr>
<tr>
<td>GER 620</td>
<td>Long-Term Care Delivery Systems 2</td>
</tr>
<tr>
<td>GER 630</td>
<td>Managerial Accounting 2</td>
</tr>
<tr>
<td>GER 670</td>
<td>Public Policy 2</td>
</tr>
<tr>
<td>GER 680</td>
<td>Financial Aspects of Long-Term Care 2</td>
</tr>
<tr>
<td>GER 740</td>
<td>Human Resources Management 2</td>
</tr>
<tr>
<td>GER 805</td>
<td>Field Placement in Long-Term Care 2</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>15</td>
</tr>
</tbody>
</table>

Certificates of Graduate Study: Gerontology 131
SOMATIC PSYCHOLOGY CERTIFICATE PROGRAM

The certificate is designed to respond to community requests for training in somatic psychology for mental health professionals who already have, or are in the process of receiving, appropriate graduate-level professional training. This residential certificate program trains students in the fundamental theories and techniques of somatic psychology. Certificate students will attend selected courses that are part of the curriculum for the Master of Arts degree in Body Psychotherapy. The certificate can be completed in 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.

REQUIREMENTS FOR CERTIFICATE IN SOMATIC PSYCHOLOGY

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 606</td>
<td>Somatic Counseling Skills</td>
</tr>
<tr>
<td>PSYS 626</td>
<td>Foundations of Body Psychotherapy</td>
</tr>
<tr>
<td>PSYS 685</td>
<td>Group Skills in Body Psychotherapy</td>
</tr>
<tr>
<td>PSYS 621</td>
<td>Observation and Assessment: Body-mind Perspectives</td>
</tr>
<tr>
<td>PSYS 646</td>
<td>Psychology of Meditation I</td>
</tr>
<tr>
<td>PSYS 649</td>
<td>Psychology of Meditation II</td>
</tr>
<tr>
<td>PSYS 657</td>
<td>Theories of Somatic Psychology</td>
</tr>
<tr>
<td>PSYS 656</td>
<td>Somatic Counseling Skills II</td>
</tr>
<tr>
<td>PSYS 607</td>
<td>Clinical Process: Somatic Psychopathology</td>
</tr>
<tr>
<td>PSYS 816</td>
<td>Internship Placement I B</td>
</tr>
<tr>
<td>PSYS 826</td>
<td>Internship Seminar I</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 702</td>
<td>Somatic Developmental Psychotherapy</td>
</tr>
<tr>
<td>PSYS 722</td>
<td>Trauma in the Body</td>
</tr>
</tbody>
</table>

Electives

Choose from any Somatic Psychology

TOTAL CREDITS 30

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

PLAY THERAPY TRAINING PROGRAM

Students in any of the graduate psychology departments are eligible to add extra credits onto their degree to fulfill the academic requirements to become a Registered Play Therapist (RPT) with the Association for Play Therapy (APT). The program emphasizes working with children, adolescents, and their families and/or care providers in an embodied, experiential fashion. The play therapy program is designed to fulfill the RPT requirements through the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 600</td>
<td>Theories and Techniques of Play Therapy (online only)</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 610</td>
<td>Developmental Issues in Play Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 630</td>
<td>Play Therapy and Family Systems</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 620</td>
<td>Body-Centered Play Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PSYS 705</td>
<td>Marriage and Family Sandplay Therapy</td>
<td>2</td>
</tr>
</tbody>
</table>

Prerequisites

A master's degree in a medical or mental health profession, either completed or in progress, is required.
Special Programs
The Summer Writing Program

The Summer Writing Program is a four-week convocation of students, poets, scholars, fiction writers, translators, performance artists, activists, Buddhist teachers, musicians, printers, editors, and others working in small press publishing. In dialogue with renowned practitioners, students engage in the composition of poetry, prose fiction, cross-genre possibilities, inter-arts, translation, and writing for performance. Participants work in daily contact with some of the most accomplished and notoriously provocative writers of our time, meeting individually and in small groups, so that both beginning and experienced writers find equal challenge in the program. This tradition emphasizes it is of the "outsider" or left-hand lineage, an exchange of powerful scholarship and counter-poetics, which operates outside the cultural mainstream.

As political and ecological crises intensify across our planet, the writer's role raises troubling questions. Bard, "unacknowledged legislator," prophet—or marginal wordmonger? The program provides three distinct forums that address these concerns: writing workshops directed by guest and resident faculty; lectures, readings, and colloquia; and faculty-student interviews in which writings and ideas are discussed in face-to-face intimacy. The traditional roles of "teacher" and "student" are broken down as communication and learning flows between writer and writer.

The summer program developed out of the Jack Kerouac School of Disembodied Poetics, founded in 1974 by Anne Waldman and the late Allen Ginsberg. The Kerouac School is known and celebrated for its ongoing sense of comradeship among writers, teachers, and students. In this program we examine movements in creative writing practice that have revolutionized "the word," bringing it closer to the human body and the human voice. As performance of text includes the construction of elegant non-corporate books and broadsides, we also offer letterpress printing classes each week.

Students are exposed to a broad range of contemporary writing and relevant topics. Visiting and resident writers lead workshops, give lectures and readings, and take part in panel discussions. The SWP has always been aligned with more experimental, open forms and practices of avant-garde postmodernist writing. Students taking the program for credit are encouraged and expected to explore the range of offerings beyond their academic semester concentrations. The program is designed to give students a sense of where they might begin to locate their own work and interests within the contemporary literary world.

Students sign up for one workshop each week, and each student's SWP Passcard admits them to all other weekly events. Each week has a separate focus. Past weekly themes have included "The Scholarly Writer," "Writing for Performance," "Writing the Body," "Cross-Language Studies and Translation," "Politics of Identity," "Feminism and Gender," "Investigative Poetics," "Black Mountain School," "Eco-poetics," "San Francisco Renaissance," and "New Directions in Experimental Writing."

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 non-credit options available.

Students Enrolled in the Writing and Poetics Department at Naropa University

The Summer Writing Program also serves each year as a required third semester for Naropa's accredited M.F.A. degree, complementing each year with an intensive summer learning experience. Two four-week Summer Writing Programs are required to complete the Writing and Poetics requirements. At the M.F.A. level, the program consists of eight graduate credits, at two credits per week, which cumulates in 16 total credits over two summers. Matriculated M.F.A. students pre-register for the Summer Writing Program in the spring of each year. New M.F.A. 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 B.A. writing program, students are strongly urged to take advantage of the opportunity to join the summer's community of writers and artists. At the undergraduate level, the program is offered for six credits, at 1.5 credits per week. B.A. students may register for one, two, three, or all four weeks of the program. While incoming B.A. Writing and Literature students are not allowed to begin their degree program in the summer, they may elect to take the program for non-credit or as a visiting student.
Students Enrolled at Naropa University in Other Academic Departments

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 credits per week and graduate students receive two credits. All credit students may pre-register during the spring semester.

Students Enrolled at Other Colleges or Universities

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. Visiting students may register for one, two, three, or all four weeks of the program. The total number of credits that can transfer varies according to each school.

Students Not Currently Enrolled at Other Schools

Students who are not currently enrolled in an academic program in any school may be eligible to take the Summer Writing Program for B.A. or M.F.A. credit. These students must contact the Admissions Office about admission to the Visiting Students Program.

Non-Credit Students

Each summer, many students elect to attend the Summer Writing Program as non-credit participants. This is by far the least expensive option and non-credit students are entitled to attend almost all of the classes and all of the readings, panels, lectures, and events as degree-seeking students. The non-credit option is available for one, two, three, or all four weeks of the program, and non-credit students register through the mail using the Registration Forms in the SWP 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

Each student attending the Summer Writing Program is invited to submit one to two pages of work for inclusion in the Summer Writing Program Magazine. Copies of this magazine are available through the SWP Office.

SWP 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 non-credit, 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.

SWP SCHOLARSHIPS

There are many scholarship opportunities for degree-seeking and non-degree-seeking Summer Writing Program students. Please see the financial aid section of this catalog.

Nathaniel Mackey
Michael McClure
Harryette Mullen
Laura Mullen
Bilene Myles
Alice Notley
Michael Ondaatje
Simon Ortiz
Jena Osman
Alex Patt
Julie Potter
Wang Ping
Carl Rakosi
Stephen Retchiffe
Jerome Rothenberg
Ed Sanders
Leslie Scalapino
Andrew Stelling
Ron Silliman
Gary Snyder
David Levi Strauss
Juliana Spahr
Steven Taylor
Lorenzo Thomas
Edwina Torres
Cecilia Vicuña
Alma Villaseñor
Peter Warshall
Peter Lamborn Wilson
John Yau

Special Programs: The Summer Writing Program 135
International Education

"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 3.0 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

Naropa University's Nepal program focuses on the study, practice, and experience of Tibetan Buddhism. In addition, students explore Hinduism, the arts, history, language, and contemporary social issues of Nepal.

Located in the foothills of the Himalayas in the ancient kingdom of Nepal, the Kathmandu Valley has long been a center of art, culture, and trade for South and Central Asia. The program is based in the Boudha Nath community of Kathmandu, a major pilgrimage center and home of Nepal's largest Buddhist religious monument (stupa). Here, the cultures of Nepal and Tibet mix in a panorama of ancient devotion, modern development, and a thriving arts community. Boudha Nath provides an entry into the traditional culture, philosophy, and arts of the Kathmandu Valley and neighboring regions.

Program students are housed in a spacious guesthouse in Boudha Nath, where participants live and study together. The guesthouse facilities include a large quiet garden, double occupancy rooms, kitchen and dining room, classroom, library, and meditation hall.

The program begins with a comprehensive in-country orientation, followed by academic coursework, daily meditation practice, 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 training in methodology, and project and travel planning. The semester concludes with student presentations of independent study projects.

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

Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 526 Buddhist Traditions: Nepal</td>
<td>4</td>
</tr>
<tr>
<td>ANT 536 Nepal Arts &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANT 586 Independent Research: Nepal</td>
<td>3</td>
</tr>
<tr>
<td>REL 506 Meditation Practicum: Nepal</td>
<td>1</td>
</tr>
<tr>
<td>REL 516 Nepali Language I</td>
<td>2</td>
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</tbody>
</table>

Choose two credits from the following electives:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 566 Tibetan Scroll Painting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 546 Nepali Music</td>
<td>2</td>
</tr>
<tr>
<td>REL 566 Colloquial Tibetan: Nepal</td>
<td>2</td>
</tr>
<tr>
<td>REL 576 Nepali Language II</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 15

Bali, Indonesia

Spring Semester

Naropa University’s Bali program emphasizes the study and experience of the rich interrelationships between the arts and spirituality in contemporary Balinese culture.

One of 13,000 islands in Indonesia, Bali is known as the “Island of the Gods” and is renowned for its vibrant artistic culture. It is a land where daily life, spiritual practice, and the arts are thoroughly integrated. Because the Balinese are flexible in adapting their ancestral traditions to the complexities of modern life, Bali is an ideal setting for exploration and study.

Features of the program include the extraordinary local faculty for the arts electives and courses, a full gamelan gong kebyar orchestra, and unusual opportunities for in-depth study of the Balinese arts.

The three-month program offers fifteen 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. The final part of the semester is a three-credit independent research project.
The program cost includes tuition (fifteen 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>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANT 538</td>
<td>Bali Arts and Culture</td>
</tr>
<tr>
<td>MUS 548</td>
<td>Balinese Gamelan Orchestra: Bali</td>
</tr>
<tr>
<td>REL 506</td>
<td>Meditation Practicum: Bali</td>
</tr>
<tr>
<td>REL 518</td>
<td>Indonesian Language I</td>
</tr>
<tr>
<td>ANT 588</td>
<td>Independent Research: Bali</td>
</tr>
</tbody>
</table>

Choose 3 credits from the following electives:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 568</td>
<td>Balinese Painting</td>
</tr>
<tr>
<td>ART 559</td>
<td>Balinese Batik</td>
</tr>
<tr>
<td>ART 578</td>
<td>Balinese Mask Carving</td>
</tr>
<tr>
<td>DAN 508</td>
<td>Balinese Dance</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

15

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**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-sized 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.

**Required Courses**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 509</td>
<td>Religious &amp; Philosophical Foundations of India</td>
</tr>
<tr>
<td>ANT 506</td>
<td>India: Cultural and Historical Studies</td>
</tr>
<tr>
<td>ART 504</td>
<td>South Indian Arts Practicum</td>
</tr>
<tr>
<td>REL 517</td>
<td>Contemplative Practices: Yoga and Meditation</td>
</tr>
<tr>
<td>REL 528</td>
<td>Sacred Sounds of Sanskrit</td>
</tr>
</tbody>
</table>

**PRAGUE, CZECH REPUBLIC**

**Beginning Spring Semester, 2003**

The Naropa program in Prague offers a unique opportunity to explore Czech culture through writing and poetry. Students are academically immersed in the history, culture, politics, and language of the Czech Republic.

The program is based in Prague, an international center for poetry and the arts. Like Paris in the 1920s, Prague is a place where young artists, writers, and musicians gather. Having escaped most of the bombing of the Second World War, Prague is home to some of the finest baroque and medireview architecture in Europe. This ancient, yet modern environment provides an excellent setting for students to engage in academic and artistic study.

At the center of the program students engage in an ongoing writing workshop, designed to heighten their awareness of themselves and their surroundings through an exploration of poetics.

After an initial orientation period, students begin the core classes. In addition to the academic coursework, there are opportunities for students to engage with the local culture through service learning and field trips. The semester will culminate in a two-weeklong Prague Writing and Poetics Festival with classes, lectures, panels, discussions, readings, and performances.

Students live in flats and dormitories near the Old Town center, and are provided with meal stipends to be used in town.

Students may participate in the fifteen-week, fifteen-credit-hour Study Abroad Program, or can attend the two-week writing and poetics festival separately.

The program cost includes tuition (fifteen credit hours), room and board, visas, field trips, the Prague Writing and Poetics Festival, and in-country transportation expenses. The cost for students attending only the festival portion of the program is indicated on the enclosed cost sheet. Airfare is separate and is negotiated annually.

**Required Courses**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 589</td>
<td>International Service Learning Practicum/Independent Research</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

15
The School of Extended Studies

Naropa University's School of Extended Studies 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.

Extended Studies 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 credits (CEUs) through the National Board of Certified Counselors and the Association for Social Workers.

2002-2003 PROGRAM HIGHLIGHTS
- Marpa Center for Sustainable Management offers a 15-week certificate program in Authentic Leadership: Fostering Awareness, Engagement, and Effective Action in Organizations
- 8th Annual Microfinance Training Program in summer 2002
- Play Therapy Training Program to become a Registered Play Therapist
- Certificate Program in Human Caring and Healing, directed by Dr. Jean Watson, in co-sponsorship with the University of Colorado Health Sciences Center School of Nursing
- Center forEcopsychology offers professional trainings, a 16 credit-hour certificate program, and conferences, including the Second Annual Environmental Leadership Conference: Contemplation, Communication, and Cultural Creatives, with Paul Ray as keynote speaker
- Actor-Created Physical Theater intensive trainings and M.F.A. program
- Center for Authentic Movement offers ongoing trainings, a certificate program in Authentic Movement, and ADTA Alternate Route Training in Dance/Movement Therapy
- Visiting teachers presenting workshops and intensives include: Thich Nhat Hanh, Sogyal Rinpoche, Jean Houston, David Whyte, Tenzin Wangyal Rinpoche, Mitten and Deva Premal, Lama Tharchin Rinpoche, Oscar Miro-Quesada, Ken Cohen, Barbara Marciniak, Elizabeth Lesser, Dorothy MacLean, and many more.

SEMESTER DATES (TENTATIVE)

Summer 2002: June 3 – August 2
Fall 2002: September 16 – December 6
Spring 2003: February 18 – May 16

CONFERENCES

Each year, major conferences, workshops and intensives bring together leaders in their respective fields to highlight our regular program.

- The Annual Spirituality in Education Conferences (Beginning in 1997)
- Body and Soul Boulder (1997)
- Body and Soul Denver (1997)
- Spirituality in the Arts (1999)
- The Third Annual Buddhism in America Conference (2000)
- A New Vision of Earth Activism (2001)
- The Sacred Rhythms of Creativity (2001)
- The Spiritual Adventure: Bringing Heart and Wisdom into Everyday Life (2001)
- The 25th Annual International Association of Human Caring Conference: Calling the Caring Circle: Colorado 2003; co-sponsored with University of Colorado Health Sciences Center School of Nursing (June 2003)
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.

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, our online program offers students a dynamic learning community 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 and may also be transferred to other colleges (subject to the approval of the transfer college) in the same manner as any undergraduate or graduate credits. Attending Naropa’s online classes as a non-degree-seeking student does not require an admissions process.

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.

ONLINE GRADUATE DEGREE PROGRAMS AND CERTIFICATES

Contemplative Education

Our Contemplative Education degree is a low-residency professional development degree for practicing teachers and others interested in a non-sectarian 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 coursework during the two intervening school years, and a concluding summer conference.

The Master of Arts in Contemplative Education joins the wisdom and skillful means of Eastern meditative traditions with Western holistic educational methods and insights. Based on the principles and practices of mindfulness and awareness, the program curriculum offers a path of personal nourishment and effective pedagogy. Students study a variety of spiritual approaches to teaching, learning, and human development.

Transpersonal Psychology

Naropa University now offers a new Master of Arts degree in Transpersonal Psychology. This two-year, 36-credit program is 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 complement the program’s distance education components.

The Master of Arts in Transpersonal Psychology prepares 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 see the Transpersonal Psychology section of this catalog or visit the Naropa University website.

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 certificate program for graduate-level students and postgraduate 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 residency summer program is required and attendance at one of the annual spring ecopsychology conferences is part of the distance track. The spring 2002 conference, held April 26–28, and entitled “Contemplation, Communication, and Cultural Creatives: Essential Skills for Today’s Environmental Leaders,” featured the keynote speaker Paul Ray, co-author of *The Cultural Creatives*. 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. For more information, please see the “Certificates of Graduate Study” section of the catalog.

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’s online options, to register, or to see a list of upcoming courses by semester, please visit our electronic campus at http://www.naropa.edu/distance, email registrarcampus@naropa.edu, or call the School of Extended Studies at 303-245-4800 (toll free 1-800-603-3117).

**RECENT ONLINE COURSES**

(Every course is not offered each semester; please check our website for current semester offerings.)

**Religious Studies**

**REL 532e Buddhism: The Way of Wisdom and Compassion**
Reginald Ray, Ph.D.

**REL 527e Buddha Nature: The Nature of Enlightenment in the Uttaratantra and Mahamudra**
The Dzogchen Ponlop, Rinpoche

**REL 503e Tibetan I**
Sarah Harding

**REL 533e Tibetan II**
Sarah Harding

**REL 500e Meditation Practicum I**
Frank Berliner, M.A.

**REL 510e Meditation Practicum II**
Frank Berlinger, M.A.

**REL 515e Buddhism and Social Action**
Fleet Maull, Ph.D. Candidate

**REL 536e Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition**
Judith Slimmer-Brown, Ph.D.

**REL 558e Introduction to Zen Buddhism**
Shishin Wick, Roshi

**REL 504e The Breeze of Simplicity: Introduction to Tibetan Buddhist Meditation**
Ringu Tulku Rinpoche, Lecturer. Tharpa Lowry, Instructor.

**REL 572e The Living Spirituality of Tibetan Buddhism**
Reginald Ray, Ph.D.

**CSP 500e Intro to Creation Spirituality**
Mathew Fox, Ana Perez-Chistil

**CSP 515e Mystics in the Creation Spirituality Tradition**
Ana Perez-Chistil

**NCCW 280e World Wisdom: Recalibrating the Mind to Serve the Emerging Spirit**
Rabbi Zalman Schachter-Shalomi, Ph.D. Lecturer. Sharron Szabo, Instructor.

**TRA 500e Shambhala Meditation Practicum**
Bill Scheffel

**Education**

**EDS 650e Emotional Roots of Development**
JoAnn Robinson

**EDS 635e Contemplative Teaching**
Richard C. Brown and Sebo Ebbens

**EDS 665e Compassionate Teaching**
Richard C. Brown and Sebo Ebbens

**EDS 720e Spiritual Roots of Development**
Aostre Johnson

**EDS 735e Maitri in the Classroom**
Richard C. Brown and Sebo Ebbens

**EDS 615e Perspectives in Sacred Learning**
Genet Simone

**EDS 880e Thesis Seminar II**
Faculty

**Business / Management**

**MAR 500e Authentic Leadership**
Fred Kofman, Susan Skjel, Barbara Lawton
Environmental Studies
ANT 550e Cultures, Globalization, and Environmental Peacemaking
d’Forest Keatin, Ph.D.

ENV 520s Deep Ecology in Context
Suzanne Duarte

ENV 535e Ecology, Evolution, and Gaia
Lee Klinger, Ph.D.

Gerontology and Long-Term Care
LTC 500s Aging and the Human Spirit
Robert C. Atchley, Ph.D.

Psychology
PSY 514e The Diamond Approach
John Davis, Ph.D.

PSY 551e Ecopsychology
Jed Swift, M.A.

PSY 657e Theories of Somatic Psychology
Christine Caldwell, Ph.D.

PSYT 670e Transpersonal Psychology I: Background and Central Concepts
John Davis, Ph.D.

PSYT 671e Transpersonal Psychology II: Theorists and Applications
Faculty

PSY 610e Human Development
Faculty Ron Irwin, Ph.D.

ECE 535e Emotional Development: The Basis for Practice in Working with Children
JoAnn Robinson, Ph.D.

PSY 420e Abnormal Psychology
Willow Pearson

PSY 571e Personality Theories
Christine Denning L.R.C., M.A.

PSYS 535e Introduction to Anatomy and Physiology
Kenneth Morgareidge, Ph.D.

PSYS 600e Principles and Practices of Play Therapy I
Reo Leslie

PSYT 607e Integral Psychology
Willow Pearson and Bert Parlee, Ph.D.

Writing and Poetics
NCCA 250e Writer’s Craft
Bill Scheffel

WRI 500e The Beats and Other Rebel Angels
Lee Christopher, M.Ed., M.F.A.

WRI 530e Literature Seminar: The Feeling Tone
Bobbie Louise Hawkins

WRI 534e The Art of the Essay: Exploring Creative Non-Fiction
Lee Christopher, M.Ed., M.F.A.

WRI 539e Poetry Workshop: Great Companions
Lisa Janot

WRI 541e Sculpting Prose
T. Burke, Jr., M.F.A.

WRI 584e Dramatic Measures: The Craft of Writing for the Stage and Screen
T. Burke, Jr., M.F.A.
### 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.

#### ANT 499

**Independent Study - 1-4 cr**

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. **B.A. only.**

#### ANT 536

**Nepal Arts and Culture - 3 cr**

Offered by the Study Abroad Program and constitutes a core requirement for the program. An introduction to traditional aspects of multi-ethnic Nepalese culture, presenting material from historical and contemporary points of view. The course will explore the rich cultural heritage of Nepal as it is expressed in religious traditions, sacred and ceremonial art forms, and traditional crafts. It 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. **Both B.A. and M.A.**

#### ANT 538

**Bali Arts and Culture - 4 cr**

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 University faculty and local artists. **Both B.A. and M.A.**

#### ANT 550

**Cultures, Globalization, and Environmental Peacemaking - 3 cr**

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 students 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 B.A. and M.A.**

#### ANT 550e

**Cultures, Globalization, and Environmental Peacemaking - 3 cr**

See the course description for ANT 550. **Both B.A. and M.A. Available for either graduate or undergraduate credit.**

#### ANT 586

**Independent Research: Nepal - 3 cr**

Offered by the Study Abroad Program and constitutes a core requirement. 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 B.A. and M.A.**

#### ANT 588

**Independent Research: Bali - 3 cr**

Offered by the Study Abroad Program. Students design a three-week project to be completed after the end of classes. Faculty will assist with planning and documentation. This is an optional component to the program and is not included in the program costs. **Both B.A. and M.A.**
ART 506
India: Cultural and Historical Studies - 3 cr
Offered by the Study Abroad Program, this interdisciplinary course draws upon the expertise of guest faculty from the University of Mysore whose specialties include archaeology, history, literature, environmental studies, and gender studies. Students experience the cultural diversity of South India through field trips to nearby temples and religious centers such as Chamundi Hill, the Buddhist settlement in Byalakuppe, and the Jain temple at Sravanabelagola. The course concludes with a pilgrimage to sacred sites in the neighboring state of Tamil Nadu.

ART 589
International Service Learning/Independent Research: South India - 4 cr
Please see the Office of International Education for course descriptions and admissions policies.

ART (ART)
The courses in this discipline are offered by the Visual Arts Department.

ART 499
Independent Study - 1-3 cr
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework is decided upon by the student and faculty member. B.A. only.

ART 500
The Contemplative Artist - 3 cr
At the very heart of the word contemplative is the activity of observing, seeing. Contemplative, originally a term of divination, meant 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 and how perceptions are affected by culture; and how these two streams of the personal and the public join in an individual's aesthetic sense and artistic statement. Both B.A. and M.A.

ART 502
Pottery from the Earth - 3 cr
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, burnishing, and decorating vessels using gouge scrapers and hand made brushes as tools is an important part of this 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 B.A. and M.A.

ART 505
Drawing I - 3 cr
This studio class focuses on developing skillful use of drawing techniques, paired with an investigation of mind and perception. Drawing is presented here as a method for discovering the beauty and profundity of ordinary things. A graduated series of individual and collaborative exercises is presented for both beginning and experienced drawers. Both B.A. and M.A.

ART 511
Mixed Media - 3 cr
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 B.A. and M.A.

ART 515
Watercolor - 3 cr
This course, 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 B.A. and M.A.

ART 520
Calligraphy and Book Arts - 3 cr
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 B.A. and M.A.

ART 525
Drawing II - 3 cr
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 at the threshold of painting are explored. Prerequisite: ART 505 or permission of instructor. Both B.A. and M.A.

ART 530
Color Theory - 3 cr
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 B.A. and M.A.

ART 533
Thangka Painting I - 3 cr
This studio class is an introduction to painting Buddhist images in the Tibetan tradition. Using pencil, brush, ink line drawing, and dry painting techniques, the proportions of sacred figures, lotuses, thrones, ornamentation, and landscape are studied. A
portion of class time is given to reviewing the historical development of Tibetan thangka painting in order to broaden our understanding of the context within which this art form has developed. Both B.A. and M.A.

ART 537
Brush Stroke I - 3 cr
Focus will be on learning to cultivate the Qi, or energy, through the practice of brush calligraphy and on meditation with a brush, keeping in mind master Koz Tanahashi’s notion, “Failure now may be more interesting than success later.” One script, regular script or Caoosh, will be emphasized, with exercises in seal script and cursive included. Students learn how paper and brushes are made, how to place a seal on Asian calligraphy, how Asian brush art is designed, and how it differs from Western art. Each workshop begins with t'ai-chi ch'uan or Qi Gong standing meditation. Both B.A. and M.A.

ART 540
Sculpture - 3 cr
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 B.A. and M.A.

ART 543
Thangka Painting II - 3 cr
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. Detailed study of classic thangkas, both past and contemporary, complement the skills practiced. Prerequisite: ART 533. Both B.A. and M.A.

ART 545
Painting I - 3 cr
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 statement. What gives a painting the power to change our experience, to ennoble us, to transcend time and 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 B.A. and M.A.

ART 547
Brush Stroke II - 3 cr
There are three four-week long assignments: 1. Students read selections from Chogyam Trungpa’s Dharma Art, try to duplicate the energy of certain famous calligraphic pieces, present their examples and a short paper on the process. 2. Students construct black, white and gray collages based on Asian models and lead a presentation and discussion of their work. 3. Students work on versions of a line of Chinese poetry in regular, seal or cursive scripts by previous masters such as Su T’ung Po or Nanenbo, lead a discussion of their process during a presentation, and exhibit work in the student art show. Prerequisite: ART 537. Both B.A. and M.A.

ART 551
World Art I - 3 cr
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 Literature, 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 B.A. and M.A.

ART 552
World Art II - 3 cr
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 B.A. and M.A.

ART 553
Thangka Painting III - 3 cr
This course of study is for advanced students of thangka painting. Students will continue to work on their compositions 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. Prerequisites: ART 533 and ART 543. Both B.A. and M.A.

ART 555
Figure Drawing I - 3 cr
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 B.A. and M.A.

ART 557
Brush Stroke III - 3 cr
In this workshop students will be given particular advanced problems in design. Various books about brush masters from the past are read, such as Studies in Composition, 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. Prerequisites: ART 537 and ART 547. Both B.A. and M.A.
ART 558
Balinese Batik - 3 cr
Offered by the Study Abroad Program as one of the Study Abroad electives, this course introduces students to the traditional art of Batik, which utilizes a "wax resist" technique of dying fabric with natural colors. Students will learn four different techniques while working in small groups under the guidance of Balinese master artists to create both traditional and personal designs. Both B.A. and M.A.

ART 567
Brush Stroke IV - 3 cr
This course of study is for advanced brush stroke students. Prerequisites: ART 537, ART 547, and ART 557, Both B.A. and M.A.

ART 568
Balinese Painting - 3 cr
Offered by the Study Abroad Program as one of the Study Abroad electives, this course introduces students to the precise and stylized art form that depicts the majesty and mystery of the Balinese worldview as expressed through the Ramayana and Mahabarata. This painting technique uses acrylic paint and Chinese ink on canvas to render the intricate and rich images. Both B.A. and M.A.

ART 569
Painting II - 3 cr
A continuation of ART 545, Painting II emphasizes the artist's training. Students are encouraged to explore seeing, literally and poetically, and to record both ways of seeing. To promote dexterity and confidence, students keep a sketchbook all semester and have weekly drawing assignments. The class begins with students painting objects from the world around them and moves to self-directed painting projects. Students read a biography of a visual artist and report on the influence of that reading. This reading and study is meant to help weave together the threads of one's artistic lineage, the personal and the cultural. Prerequisite: ART 545. Both B.A. and M.A.

ART 575
Figure Drawing II - 3 cr
This course is a continuation of ART 555. Prerequisite: ART 555. Both B.A. and M.A.

ART 578
Balinese Mask Carving - 3 cr
Offered by the Study Abroad Program as one of the Study Abroad electives, mask carving has its roots in the ceremonial and mythic representation of the religious characters from the stories and dances of Bali. Students will be introduced to this traditional art in a small group setting under the direction of Balinese master artists. They will produce wooden masks with paint and lacquer finishes. Both B.A. and M.A.

ART 580
Portfolio and Gallery Presentation (Senior Project) - 1 cr
This course prepares students for the presentation of their senior projects in the Naropa Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyrights, presentation of artwork, and installation of exhibitions. B.A. Visual Arts seniors only. Others by permission of Visual Arts Department Chair.

DANCE AND DANCE THERAPY (DAN)

The courses in this discipline are offered by the InterArts Studies Department.

DAN 310
Contemporary Dance Foundations - 3 cr
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.

DAN 319
Dance History - 1 cr
Dance has emerged in every culture in the world. It speaks both to the power of community and to the imagination of original dance artists. The emphasis will be on the great American modern dance tradition with explorations into other influences, cultures, and modalities.

DAN 322
The Powers of World Dance - 3 cr
An embodied exploration of dance traditions from Ghana, Senegal, Mali, Argentine Tango, Brazilian Capoeira, and Balie 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 Bantaba World Dance and Music Studio, 6918 South Broadway.

DAN 326
Introduction to Dance Therapy - 2 cr
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.

**DAN 330**

**Contact Improvisation - 3 cr**

Contact Improvisation is the spontaneous dance of two or more people moving together while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of contact improvisation skills such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering ledges and levels, and exploring different depths and textures of touch. Skills in individual, partner, and group dances will be developed. Both beginners and more experienced contact improvisers are welcome.

**DAN 350**

**Beginning Dance - 3 cr**

Continuation of DAN 310. Explorations of the vocabulary of modern and post-modern dance through alignment, strength, flexibility, and memory work. This course is open to students with experience in dance technique at the beginning level.

**DAN 400**

**Intermediate Dance - 3 cr**

Classes will cover techniques of contemporary dance forms as a way of knowing the body through alignment, strength, flexibility, movement phrasing, articulation and presence. This course is recommended for intermediate/advanced students.

**DAN 410**

**Dance of African Movement - 3 cr**

Based in the diverse cultural traditions of Ghana, this class encompasses the shared power of community through stories, drums, and dance. The class holds deep respect for the traditions, the teacher/student relationship, and for the joy of dance. Students will dance hard, have fun, and participate in a performance at the end of each semester.

**DAN 499**

**Independent Study - 1-3 cr**

**DAN 500**

**Kinesiology: Embodying the Study of Movement - 3 cr**

Kinesiology is the study of human movement; it refers to the study of muscles. While the class will base its explorations on becoming familiar with all major muscle groups, the purpose of this discipline will be to find applicable and meaningful ways to add another layer of somatic understanding. The integration of the material happens through movement, body awareness, explorations, individual inquiry and in-class study. Both B.A. and M.A.

**DAN 508**

**Balinese Dance - 2 cr**

Offered by the Study Abroad Program. Students study traditional Balinese dance forms, male and female. All levels of dance experience are welcome. Students are introduced to this traditional and challenging dance form under the direction of master Balinese artists.

**DAN 520**

**Authentic Movement - 2 cr**

Authentic movement is grounded in the relationship between a mover and a witness both on an inner and an outer level. The mover works with eyes closed following a deeper kinesthetic reality. The witness offers an attentive non-judgmental presence. As embodied self-directed dialogue between the unconscious and consciousness, this work invites healing and the development of inner authority. The class is experiential, interweaving history and theory with the students’ evolving practice and emerging questions.

**DAN 550**

**Body-Mind Centering I: Foundation and Anatomy - 3 cr**

The focus of this class is the relationship between bodies and minds through basic patterns of movement. Students experience their patterns through guided explorations and discover means to develop and transform movement patterns in both themselves and others. The basis of the work will be Body-Mind Centering®, movement reeducation and analysis developed by Bonnie Bainbridge Cohen. This class includes a study of living anatomy that brings awareness to the different body systems, to developmental movements, and supports alignment and integration. Both B.A. and M.A.

**DAN 554**

**Intermediate/Advanced Dance - 3 cr**

Continuation of DAN 400. This course is recommended for intermediate/advanced students. Complex investigation of movement training through warm-up disciplines and long phrases across the floor are developed with emphasis on clarity and presence. Both B.A. and M.A.

**DAN 570**

**Body-Mind Centering II: Anatomy and Kinesiology - 3 cr**

Continuing from DAN 550, the focus of this class is on further training, understanding and transformation of the principles underlying movement. The class includes further study of experiential anatomy and kinesiology (the study of the human body in motion) and includes details of the sense perceptions and musculo-skeletal system through a systems view. Prerequisite: DAN 550 or permission of the instructor. Both B.A. and M.A.

**EARLY CHILDHOOD EDUCATION (ECE)**

The courses in this discipline, unless otherwise indicated, are offered by the Early Childhood Education Department.

**ECE 300**

**Foundations of Contemplative Education - 3 cr**

This course lays the ground for discovering the full-blown richness and dignity of ourselves and children. Through an exploration of the traditional Shambhala and Buddhist approaches, we will study contemplative approaches to the dynamics of teaching young children. 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. Students will be instructed in sitting meditation and be required to have a regular meditation practice. B.A. only.

**ECE 320**

**Body Mind Development and Expression - 3 cr**

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. B.A. onlyested every other year.

**ECE 380**

**Observing Early Development I - 2 cr**

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 firsthand contemplative observation, then proceed to studies of relevant developmental theory within a contemplative context in the areas of body, speech, and mind. B.A. only.

**ECE 385**

**Observing Early Development II - 2 cr**

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 firsthand 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. B.A. only.

**ECE 405 & 455**

**Teaching Methods Workshop - 1 cr**

This course will give students hands-on experience and study of a teaching method and learning materials for the early classroom. Taught by master teachers, the workshops will vary in content yearly. The workshops could include: Storytelling, Songs, Circle Time, Arts, Crafts, Puppetry and Puppet Making, Montessori Practical Life, Working with the Senses, Language, and Math. These workshops may be offered in a variety of formats, such as a full weekend workshop; or 3 Saturdays of 5 hour sessions; or 3-4 hour evening sessions over the semester. Please check the ECE Department for the current theme. B.A. only.

**ECE 410**

**Kindergarten Magic - 2 cr**

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. Movement, story, song, crafts, puppetry, circle time, and painting are explored in this course. 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. B.A. only.

**ECE 420**

**Energy and Expression in the Classroom - 2 cr**

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 that nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies that 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. B.A. only.

**ECE 430**

**Teaching Young Children - 3 cr**

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. 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. B.A. only.

**ECE 450**

**Supervised Teaching Practicum - 3 cr**

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. B.A. only.

**ECE 499**

**Independent Study - 1-3 cr**

**ECE 505**

**Maithri and Learning Styles - 3 cr**

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, maithri training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discreet styles of statement in ourselves and others. Students learn how they might manifest these intrinsic wisdoms in their own educational journeys, in teaching, in curriculum.
development, and in creating learning environments. Prerequisite: Established meditation practice, and permission of Instructor. Both B.A. and M.A.

ECE 535e
Emotional Development: The Basis for Practice in Working with Children - 3 cr
Offered by the B.A. Contemplative Psychology Department, this class 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, 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 B.A. and M.A. Available for either graduate or undergraduate credit.

ECE 550
Holistic and Contemplative Teaching - 3 cr
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 B.A. and M.A.

ECE 593
issues in Education: The Mary Calkin Series - 2 cr
This class is a public lecture series through which students can learn about a wide variety of issues in the field of education, including early education, higher education, and contemplative education. Regional and national leaders will address such topics as diversity and multicultural perspectives, public policy, current research, spirituality, leadership, and other key issues of interest to educators. Through this broad survey of topics we become connected to the larger education community. There is a companion discussion forum for students taking this for credit. Coursework will include relevant readings and response papers relating to each topic. Both B.A. and M.A.

ECO 580
Field Ecology II: Physical Ecology and Ecological Methods - 3 cr
This course will expand on the material of Field Ecology I to other areas of field ecology including soil science, geology, 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 B.A. and M.A.

ECOLOGY (ECO)
The courses in this discipline are offered by the Environmental Studies Department.

ECO 499
Independent Study - 1-4 cr
Recommended for students taking Concentration Areas as minors in Ecology. Best taken after required courses in this area. B.A. only.

ECO 510
Field Ecology I: Biology and Plant Ecology - 3 cr
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. Both B.A. and M.A.

EDS 500W
Summer Education Conference I - 1 cr
This 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 and provides opportunities for contact with a variety of holistic learning perspectives. Other aims of the conference are to nurture participants through contemplative practice activities and to establish meaningful relationships and community among educators. Students may also attend the thesis presentations by graduating M.A. Contemplative Education students. M.A. and B.A. students.

EDS 550W
Summer Education Conference II - 1 cr
This second conference is a further opportunity for students to deepen and extend their connections to the larger community of educators interested in spirituality in education. Having completed a year of study, students are grounded in the basic contemplative approach and can enter into meaningful dialog with other educators and traditions. Prerequisite: Completion of EDS 500. B.A. and M.A. students.

EDS 600
Presence in Teaching - 1.5 cr
This course explores the building blocks of form and space as the basis of the art of teaching.
teachers are improvisational artists, we will examine the ingredients for performance: actor and audience. The study includes the topics of presence, projection, intention, ego territories, gesture, emotion, language, story, and other forms of communication. We will explore contemplative teaching within the laboratory of our body, speech, and mind. The goal is to learn how we as teachers can use space awareness and acting training to refine our presence in the classroom and to improvise more freely with our world. M.A. only.

**EDS 605**
The Contemplative Teacher - 3 cr
At the heart of contemplative education is the wakefulness of the teacher. This course explores contemplative concepts, skills, and practices in preparation for the journey of mindful teaching. The basic approach comes from Tibetan meditative traditions, but other Buddhist and contemplative teachers will be studied. Observations and perceptual exercises will complement readings and discussions. Mindfulness-awareness development will be experienced both personally and as a component of community learning. M.A. only.

**EDS 615e**
Perspectives in Sacred Learning - 3 cr
Students will study theories and approaches from a variety of traditions in holistic education, as well as current trends. The focus of the course is on "sacred learning" and how various traditions, educators, and theorists have attempted to educate in sacred ways. Students will learn about the historical roots and evolution of the holistic education movement, which is connected to sacred learning. The purpose of this course is to help students distinguish the main tenets of these different stances and to identify how they converge on the sacred. M.A. only.

**EDS 625**
Community Practice Seminar I - 2 cr
This seminar integrates community life learning and meditation into the students' summer retreat experience. The course includes small and whole group discussions on emergent and enduring community issues and their implications for classroom teaching. The other component of the course is mindfulness awareness meditation, the foundation practice of contemplative education. The approach is drawn primarily from Shambhala Buddhism, supplemented by readings from other traditions. Students do sitting and walking group meditation two hours each day, meet with meditation instructors, and participate in lectures and group discussions. Loving-kindness meditation will also be introduced and practiced. M.A. only.

**EDS 635e**
Contemplative Teaching - 3 cr
This course presents an approach for integrating mindfulness awareness meditation into non-sectarian classroom teaching at any level of instruction. Topics include mindfulness awareness in teaching, liberating sense perceptions, observing natural rhythms, presence in teaching, working with emotions and transitions. The approach is tailored to each student's teaching situation. Readings and discussion will support the shift to experiencing teaching as non-sectarian spiritual journey. We will read from leaders in the field of contemplative education from relevant Buddhist and other spiritual traditions. The course requires meditation and online meditation instruction. Prerequisite: open to teachers with an established mindfulness meditation practice. M.A. only.

**EDS 650e**
Emotional Roots of Development - 3 cr
This class studies emotional development from Western and Eastern sources as an access point to engaging one's spirituality. Course material encourages teachers to cultivate an empathic appreciation of emotional challenges inherent in our humanity across the lifespan. We will cover three aspects: 1) emotion, 2) meaning making, and 3) self-reflection. Our approach is to explore these topics across development, appreciating how changes in the physical body and the cognitive mind influence core features of development and vice versa. We use observation practices to expand our awareness and apply our understanding. Prerequisite: A teaching practice and experience with meditation. M.A. only.

**EDS 665e**
Compassionate Teaching - 3 cr
This course, a continuation of EDS 635e, explores and applies compassionate teaching in the classroom. This non-sectarian approach sees education as a personal spiritual journey that brings the teacher's inner life to the art of teaching. We investigate the qualities of generosity, patience, discipline, exertion, and knowledge; the dynamics of contemplative learning communities; and compassionate teaching relationships. Readings come from leaders in the field of contemplative education, as well as from relevant Buddhist and other spiritual teachers. The course includes mindfulness awareness meditation, loving-kindness practice, and meditation instruction. Prerequisite: completion of EDS 635e and an established mindfulness awareness meditation practice. M.A. only.

**EDS 700**
Contemplative Curriculum - 1.5 cr
This course studies principles and examples of curriculum derived from mindfulness awareness-based educational traditions. This study prepares the student for the sacred transformation of learning environments within secular contexts. The study of the Ten Aspects of Knowledge, the curriculum of the ancient Indian Nalanda University, is featured along with other sacred systems. Prerequisite: Completion of Summer Session I. M.A. only.

**EDS 705**
Maitri in Education - 3 cr
Adapted from the tradition of Tibetan yoga, maitri is a space awareness method for understanding emotions and developing appreciation of discreet styles of statement. The practice in this course begins with a personal, experiential, and traditional knowledge of the five energies of this approach. Attention will be placed on the individual unfolding and understanding that leads to developing skills for authentic
teaching relationships with students, parents, administrators, and co-teachers. Arts and contemplative acting exercises will be integrated into this course. **Prerequisite:** Completion of Summer Session I. M.A. only.

**EDS 715**

**Community Practice Seminar II - 2 cr**

As in EDS 625, this seminar integrates community issues and meditation into the students' comprehensive learning experience. Having experienced online learning community for two semesters, students re-establish their summer community with greater depth. Having explored the effects of meditation themselves as teachers for a year, students study and practice mindfulness-awareness with greater relationship and service dimensions. The more advanced nature of the practice is addressed in discussion groups and in one-to-one encounters with meditation instructors. Loving-kindness meditation will continue to be practiced. **Prerequisite:** Completion of Summer Session I. M.A. only.

**EDS 720e**

**Spiritual Roots of Development - 3 cr**

This course will investigate theories of the spiritual roots of human development with a focus on the validity and implications of stage theories. It will examine contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilbur, Washburn, Stein, Aurobindo, and Khan. Implications of these theories for educational theory and practice will be drawn. Students will have an opportunity to investigate a theorist of their choice. M.A. only.

**EDS 735e**

**Maitri in the Classroom - 3 cr**

This is a course for teachers with previous experience in Maitri space awareness practice. It focuses on personal exploration, teaching application and inquiry into the five families perspectives on teaching, learning, curriculum development, and environmental design. We will explore the Five Qualities of Contemplative Education, derived from Maitri practice, and how they apply to each student's own classroom situation. The course includes mindfulness-awareness meditation, loving-kindness practice, and meditation instruction. **Prerequisite:** Completion of a Maitri practice course, classroom teaching experience, and mindfulness-awareness meditation. M.A. only.

**EDS 800W**

**Summer Education Conference III - 1 cr**

For graduating students the conference marks the end of the two-year program, a final graduation celebration, and the presentation of theses to conference participants, program students, and faculty. **Prerequisite:** Completion of EDS 880e. M.A. only.

**EDS 880e**

**Thesis Seminar - 2 cr**

This course provides individualized support for students' M.A. thesis work. Theses develop from three sources: 1. A selected aspect of the students' practical application of contemplative education in their own classroom, 2. Relevant areas of study within the broad field of spirituality in education, and 3. The influence of the student's personal spiritual journey in teaching. Thesis topics might include: Enhancing our Science Curriculum, Mindful Speech with Children, Empathy in Parent Conferences, or Working with Aggression in the Classroom. Thesis work will be completed this semester for presentation in EDS 800W. **Prerequisite:** Completion of all prior M.A. ED coursework. M.A. only.

**ENVIRONMENTAL STUDIES (ENV)**

The courses in this discipline are offered by the Environmental Studies Department.

**ENV 340**

**Garden World - 3 cr**

Observation of natural life cycles in the garden is the basic practice and true art of garden work. This course provides an overview and an introduction to the art and science of organic gardening. The study of botany, ecology, garden history, and design will lay a strong foundation for the practical skills of garden making. Students will learn to design a garden, create compost, dig a bed, sow seed, water, cultivate, and harvest. Field trips and demonstrations at Hederow Farms will provide additional opportunity to practice skillful gardening. **Required for ES majors. B.A. only.**

**ENV 480**

**Senior Project - 3 cr**

Meet with your environmental studies advisor. May be taken in lieu of "Sustainable Communities" to fulfill the major requirement. **Best taken in final semester before graduation. B.A. only.**

**ENV 499**

**Independent Study - 1-4 cr**

Recommended for students taking concentration areas as minors in Environmental Studies. **Best taken after required courses in this area. B.A. only.**

**ENV 500**

**Human Systems and Evolution - 3 cr**

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 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, 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 in-depth study. 

ENV 520
Deep Ecology in Context - 3 cr
An introduction to deep ecology philosophy in historical and cultural contexts, including contemporary currents of thought such as ecofeminism, ecopsychology, and systems thinking. The contemplative path begun in 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 B.A. and M.A. Required for ES majors.

ENV 528
Ecopsychology Training: Waking Up Together - 3 cr
Ecopsychology recognizes that human health—mind, body, and spirit—is fundamentally nourished through relationship with the natural world. No part is separate. This experiential training explores a broad range of therapeutic counseling practices: methods for assessing the health of the ecological self, conducting ecobiographical 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 format, along with the rich and beautiful Front Range environment, provides an extraordinary learning experience. Both B.A. and M.A.

ENV 530
Environmental Problem Solving - 3 cr
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 skilled 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 B.A. and M.A. Required for ES majors.

ENV 535
Ecology and Evolution - 3 cr
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: 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 seeks to foster an appreciation for the richness and diversity of the ecosystem. Prerequisite: Lower-division science or complex systems course recommended. Both B.A. and M.A. Required for ES majors.

ENV 538
Survival Skills - 3 cr
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. Students deepen intuitive abilities from our common hunter/gatherer ancestors to 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 B.A. and M.A.

ENV 540
Contemplative Approaches to Environmental Issues - 3 cr
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 B.A. and M.A. Required for ES majors.

ENV 550
Sustainable Communities - 3 cr
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. Students work as a team to design a potentially sustainable community for a specific location, within a designated bioregion. Prerequisite: Senior standing or consent of instructor. Required for B.A. ES majors unless Senior Project is chosen instead. Both B.A. and M.A.

ENV 555
Environmental Justice - 3 cr
This course will examine contemporary issues of environmental justice/racism in the U.S. through projects, guest speakers, field trips, and case studies. The environmental justice movement has reconfigured environmentalism and therefore understanding it is essential to the environmental work of our times. Both B.A. and M.A. Required for ES majors.
EN 479
B.A. Portfolio Review - non-credit
Please see the B.A. section under Portfolio. Handling in a Portfolio with the student's collected work in the final semester of senior year is required for graduation.

EN 560
A Deepening of Wisdom I: Ecopsychology Training for Environmental Leaders - 2 cr
Planetary citizens face difficult ethical choices requiring major changes in all realms of human experience. Choosing wisely demands the courage to engage issues through a deepening of personal and cultural wisdom about the reciprocity between humans and their surrounding environments. The common usage of the word "environment" is misleading, causing people to think of human/social issues as different from environmental ones, placing them in opposition to one another. This ten-day course, held in September in a wilderness setting, explores these issues. There is a $500.00 lab fee. Required for Environmental Leadership M.A. students. M.A. only. Others by permission of the department.

EN 563
Indigenous People and Environmental Issues - 3 cr
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. Prerequisites: strongly recommend NCSC 220 Cultural Anthropology or ENV 555 Environmental Justice. Both B.A. and M.A.

EN 570
A Deepening of Wisdom II: Ecopsychology Training for Environmental Leaders - 2 cr
This 10-day course held in September includes a three-day wilderness solo. See ENV 560. There is a $500.00 lab fee.

Required for all EL M.A. students. M.A. only.

EN 600
Inner Work for Environmental Leaders I - 2 cr
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, drawn from the Buddhist tradition of mindful breathing (shamatha-vipashyana), is a way of bringing the nonduality of wilderness mind back home and applying it to our daily activities and relationships. Experiencing the mind without analysis, reinforcement, or rejection, clears the way to relate directly with others and develop skills for a new kind of leadership. Course includes group practice sessions, lectures, discussions, and individual meditation instruction. Required for EL M.A. students. Others by permission of the instructor. M.A. only.

EN 604
Boulder Creek Watershed Atlas I - 2 cr
This is one of four service learning/action project courses in the Environmental Leadership program. 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. Water quality and availability are key to all life, yet 2/3 of the world's people do not have access to safe water. This course focuses on gaining the skills and information necessary for getting to know a watershed. Required for EL M.A. students. M.A. only.

EN 605
Boulder Creek Watershed Atlas II - 2 cr
This course is a continuation of EN 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. Required for EL M.A. students. M.A. only.

EN 607
Group Dynamics and Group Process I & II - non-credit
This one-year course is designed to provide students with an opportunity to learn experientially about group dynamics and leadership. The class will offer special applications of Group Dynamics for the Environmental Leadership field. Time is set aside for personal exploration, integration, and group relationship. This class is a clearinghouse for questions, conflicts, and problem solving around working with groups. Some didactic teaching is also included. Required for EL M.A. students. M.A. only. $168.00 fee.

EN 620
Human/Nature I - 2 cr
Beliefs about human nature dramatically influence the way one engages complex systems, whether cultural, or more than cultural! This course begins by diving deep in search of our roots through learning that involves body, mind, and spirit, beginning a million years ago. We travel through time up to approximately 10,000 years ago, when humans began to depend on the cultivation of plants. We look at what happened to human culture around that time, and set the stage for ENV 670. M.A. only. Required for EL M.A. students.

EN 621
Integrative Dialogue: Environmental Issues, Race, Power, and Class - 2 cr
The 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. We will examine environmental pollution and how it unequally affects individuals, groups, and/or communities, based on race and color. This course offers opportunities to dialogue with leaders in specific situations, focusing on specific case studies. M.A. only. Required for EL M.A. Lab Fee.
ENV 630
Transforming Systems I - 2 cr
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. M.A. only. Required for EL M.A.

ENV 650
Inner Work for Environmental Leaders II - 2 cr
This course is a continuation of ENV 650. In addition to mindfulness training, the practice of “tonglen” (exchanging oneself for others) from the Buddhist tradition will be introduced as a method of cultivating awareness and compassion. Topics will include the application of tonglen to social action, working with conflict, communication with others, and caring for the activist. There will be group practice sessions, lectures, discussions, individual instruction, and a field study project. M.A. only. Required for EL M.A.

ENV 670
Human/Nature II - 2 cr
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 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 starting than the “new paradigm.” M.A. only. Required for EL M.A.

ENV 671
Integrative Dialogue: Transformational Activism in a Multicultural World - 1 cr
The idea that activism can be transformational, for the activist and for situations, is key to the Environmental leadership program. In today’s multicultural world such transformational work is impossible without a cross-cultural understanding, something that is essential for peacemaking and leadership in situations involving global economic and power structures. Transformational activism is based in cross-cultural understanding and multi-cultural competency. M.A. only. Required for EL M.A. Lab Fee.

ENV 672
Integrative Dialogue: Exploring Cultural Diversity in Ecospsychology - 1 cr
Ecospsychology 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. M.A. only. Required for EL M.A. Lab Fee.

ENV 699
Independent Study - 1-4 cr
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, and courses focused at specific topics. Students may enroll in this course repeatedly in order to complete the independent work and research necessary for completion of their M.A. requirement. Proposals must be submitted to the M.A. Advisor prior to enrollment. M.A. only.

ENV 703
Meditation Practicum I: Cultivating Awareness and Compassion in Everyday Life - 1 cr
This course provides continued support for students in mindfulness awareness meditation and the practice of “tonglen” (exchanging oneself for others) begun in ENV 600 and ENV 650. Emphasis will be on the application of these practices and their relationship to environmental engagement. There will be group sitting and walking meditation, readings, discussions, and individual instruction. Required for EL M.A.

ENV 720
The Art and Ethics of Leadership I - 3 cr
An in-depth investigation and discussion of the theory and wisdom of leadership. Students will make 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. Topics include: 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 followership, and the causes of the seeming vacuum of leadership in modern U.S. society. M.A. only. Required for EL M.A.
ENV 730
Culture/Nature Partnership I - 2 cr
This course is a team action project focused on a restoration project at Hedgerow Farm. Like the watershed project, each class will carry the project forward into the next year. Students are engaged in every step of the project design and execution. Aspects of this project include: field methods, sampling, mapping, baseline data gathering, long-term monitoring, educational curricula development, networking with local government, neighborhoods, and community, as well as co-creation with the land. Time on the land, readings, lectures, and guest speakers allow students to explore the practical and theoretical issues of environmental restoration. M.A. only. Required for EL M.A.

ENV 753
Meditation Practicum II - 1 cr
This course is a continuation of ENV 703. Required for EL M.A.

ENV 770
The Art and Ethics of Leadership II - 3 cr
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-awareness practice through effective listening, to mediation and public speaking. Students may be required to teach segments as part of the "leader as teacher" training. M.A. only. Required for EL M.A.

ENV 780
Culture/Nature Partnership II - 2 cr
This course is a continuation of ENV 730. The second half of this project moves from project design and learning about restoration in action on the land. M.A. only. Required for EL M.A.

ENV 879
M.A. Portfolio Review - non-credit
A portfolio of each student's work is required in order to graduate, and must be submitted in the final semester. See the program description for Environmental Leadership.

ENV 880
Master's Thesis/Project Seminar - 3 cr
This course provides faculty guidance to students engaged in writing the master's thesis or project. M.A. only. Required for EL M.A.

ENV 887
Extended Master's Thesis/Project - 0.5 cr
Students, who have not completed the thesis/project, may qualify for extension of the master's thesis semester. For more information see the "Special Student Status" section in the Student Handbook. May be repeated. M.A. only.

GER ONTOLOGY (GER)
The courses in this discipline are offered by the Gerontology Department.

GER 570
Working with Elders in the Creative Process - 2 cr
This course is designed for people currently involved in elder care and for those interested in working creatively with elders. Using the creative arts and group process, the course explores the theory and practice of how elders communicate through and with creativity. Participants learn to express their own stories and images through movement, speech, art, and awareness exercises. These skills are then brought into elder-care environments. Both B.A. and M.A.

GER 580
Death and Loss As Opportunities for Healing - 2 cr
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 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.

GER 600
Contemplative Aspects to Aging - 2 cr
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. M.A. only.

GER 610
Concepts of Management: Leadership and Teamwork - 3 cr
This course surveys theories, strategies, and styles of management. An understanding and analysis of each topic is offered through lectures, classroom discussions, team simulations, and case studies. The course also covers styles of leadership, management process, and the development of communications skills for administrators. M.A. only.

GER 620
Long-Term Care Delivery Systems - 2 cr
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. M.A. only.

GER 630
Managerial Accounting - 2 cr
This course will provide students with an understanding of the principles of accounting and their application to long-term care facility settings. 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, identify problem areas, and identify possible solutions. The objectives of accounting and reporting and the use of computerized systems to accomplish these are presented. M.A. only.

GER 640
Aging and Health - 2 cr
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 those 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. M.A. only.

GER 647
Social Aspects of Aging - 2 cr
This course provides a comprehensive overview of social gerontology as a field of knowledge, research, social policy, and practice. M.A. only.

GER 650
Contemplative Approaches to Elder Care - 3 cr
This course builds on the learning developed in GER 600, Contemplative Aspects 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 care giving team with emphasis on the way in which a team builds a nurturing circle of support and protection for an elder. Prerequisite: GER 600. M.A. only.

GER 670
Public Policy - 2 cr
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 of the regulatory structure in long-term care. M.A. only.

GER 680
Financial Aspects of Long-Term Care - 3 cr
This course surveys sources of revenues for long-term care facilities. Emphasis is given to 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. M.A. only.

GER 699
Independent Study - 1–3 cr
M.A. only.

GER 730
The Aging Network - 2 cr
The aging network is made up of programs and services defined and partly financed by the Older Americans Act. This course examines the history and purposes of the aging network and provides direct experience of local programs within it. M.A. only.

GER 740
Human Resources Management - 2 cr
This course explains general human resource management principles and their applications to elder care and other health-related facilities. Students will learn practical and technical skills to enable them to attract and retain the highest quality staff possible. Topics covered include recruitment/intention practices, recognition and reward, training, communications, performance appraisals, health and safety, compensation and benefits, labor laws, motivational, coaching, and disciplinary practices. Students also assess their management styles based on their internship experiences and participation in class projects. M.A. only.

GER 750
Legal and Ethical Environments of Long-Term Care - 2 cr
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. M.A. only.

GER 755
Psychology of Aging - 2 cr
This course examines adult development and psychological changes that occur with age. It also looks at adaptation to common life changes that accompany aging. Finally, it considers the relation of aging and mental health. M.A. only.

GER 800
Professional Seminar - 1 cr
Professional seminar provides an opportunity for students to discuss experiences in their internship. 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. M.A. only.

GER 805
Field Placement in Long-Term Care - 2 cr
This course provides supervised field placements for certificate students in gerontology and long-term care management. Field placements involve four hours per week of observation in a long-term care field setting throughout the semester. Prerequisite: GER 610. M.A. only.

GER 850
Internship - 1–8 cr
Students are placed in long-term
care settings. The 800-hour internship is usually 20 hours per week. The number of credits taken each semester depends upon the semester and course schedule chosen by the student. 

**GER 880**
Master's Paper Seminar - 1 cr
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. M.A. only.

**GER 881**
Extended Master's Paper - 0.5 cr
Students who have not completed the master's process 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. M.A. only.

**LTC 500e**
Aging and the Human Spirit - 3 cr
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. Both B.A. and M.A.

**HOR 500**
Landscape Design for Sustainability - 3 cr
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 B.A. and M.A.

**HOR 510**
Agro-Ecology - 3 cr
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 Hedgerow farm. Prerequisite: ENV 340 Garden World. Both B.A. and M.A.

**HOR 520**
Vegetable Garden - 3 cr
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 B.A. and M.A.

**INTERARTS (IAR)**
The courses in this discipline are offered by the InterArts Studies Department.

**IAR 340**
Studies in Improvisation - 3 cr
Studies in improvisation provide a basis for the InterArts Studies curriculum through exercises and discussions of 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.

**IAR 355**
History and Contexts of Contemporary Arts: Contemplative Perspectives I - 3 cr
This course is an 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. Experience in creative process is recommended.

**IAR 360**
History and Contexts of Contemporary Arts: Contemplative Perspectives II - 3 cr
This is a continuation of IAR 355. The emphasis is on the latter half of the 20th 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.

**IAR 370**
Theater Design and Production - 3 cr
"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 can enhance and/or "hi-light" work and make a performance more 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.

IAR 380
Creative Process I: Improvisation - 3 cr
Students explore improvisation as a path towards interpersonal and creative statement. 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 and Interdisciplinary Studies students with arts emphasis.

IAR 410W
Creative Process: Guest Artist - 2 cr
A six-day course taught by visiting interdisciplinary performance artists. Guests have offered a variety of focuses including the Dharma Art teachings of Trungpa Rinpoche, the work of Jacques Lecoq and training in Physical Theater. The format provides opportunities for students to go deeply into the subject matter, extend their familiarity with performance art forms, and make a significant relationship with the resident artist. Both B.A. and M.A.

IAR 420
Creative Process II: Composition - 3 cr
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. Students are encouraged to experiment with the full range of artistic mediums including movement, text, music, costume, sets, and environment. Explorations are based on individual and collaborative activities and culminate in final presentations. Prerequisite: IAR 380.

IAR 450
New Repertory Performance Project - 2 cr
New repertory project supports guest artists in the development of 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. Faculty may establish prerequisites or hold a selection process during the pre-registration period of the previous semester.

IAR 470
Creative Process III: Performance Studies - 3 cr
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 for performance or non-performance projects in research, pedagogy or other topics. Class showings spark constructive feedback and critique from faculty and peers. Students develop performance related seminar topics for discussion. Projects may be presented in departmental workshops, conferences, or other venues. (Offered Fall 2003.) Prerequisite: IAR 380, IAR 420 or equivalents.

IAR 484
Special Topics: Advanced Improvisation - 3 cr
Improvisation is the source of creative potential and a required technique in many performances. Each class will begin with meditation and other contemplative exercises to cultivate a body-mind discipline that is fresh. 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, sound and dance. Making scores and compositional decisions will be a major investigation. Students will create a final project to be presented outside of class within the Naropa and Boulder communities. Prerequisite: IAR 380 and IAR 420.

IAR 499
Independent Study - 1-3 cr

IAR 506
Contemplative Dance Practice: Body/Mind Awareness - 1.5 cr
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. Advanced study in this practice is offered in IAR 503 Contemplative Dance Intensive: Not Two and Not One.

MUSIC (MUS)
The courses in this discipline are offered by the InterArts Studies Department.

MUS 300
Music Appreciation - 3 cr
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 B.A. and M.A.

MUS 350
Listening to Jazz - 3 cr
Open to all students, this class examines the multifaceted traditions of jazz music. Through readings and by listening to recorded examples and to live music, students explore the historical, cultural, and artistic elements of this richly expressive musical form.

MUS 400
Composition - 3 cr
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. 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.

**MUS 499**  
**Independent Study - 1-3 cr**

**MUS 500**  
**Ear Training I - 3 cr**  
Training in skills necessary for the performance of many types of music including classical, jazz, folk, and popular styles. Through games, exercises, theoretical analysis, improvisation, and composition, students develop rhythmic precision, aural skills, and an understanding of the basic principles of music theory. Topics include intervals, major and minor scales, key signatures, meter and notation. Prerequisite: NCCA 100 or equivalent. Both B.A. and M.A.

**MUS 505**  
**Balinese Gamelan Orchestra - 2 cr**  
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 B.A. and M.A.

**MUS 510**  
**Ear Training II - 3 cr**  
A continuation of MUS 500. Additional topics include four-part writing, harmonic analysis, and seventh chords. Prerequisite: MUS 500 or its equivalent. Both B.A. and M.A.

**MUS 515**  
**Music of Africa - 3 cr**  
Sabar is a form of African music and dance that originated in and is specific only to Senegal. The sabar drum is a peg-tuned drum that is played with stick and hand. This class includes traditional sabar drumming techniques and the study and appreciation of African culture and history through music. The requirements for this course include attendance at all classes and participation at a performance at the end of the semester. Both B.A. and M.A.

**MUS 530**  
**Improvisation I - 2 cr**  
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 B.A. and M.A.

**MUS 535**  
**Jazz Ensemble - 2 cr**  
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 B.A. and M.A.

**MUS 538**  
**African Marimba Ensemble - 2 cr**  
This ensemble class 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 the music of Zimbabwe with other xylophone traditions in Africa and throughout the world. No previous musical experience is necessary. Both B.A. and M.A.

**MUS 550**  
**Musicianship I - 3 cr**  
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 B.A. and M.A.

**MUS 555**  
**Introduction to World Music: The Music of India - 3 cr**  
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, tala, 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 B.A. and M.A.

**MUS 560**  
**Musicianship II - 3 cr**  
A continuation of MUS 550. Prerequisite: MUS 550 or its equivalent. Both B.A. and M.A.

**MUS 570**  
**Musicianship III - 3 cr**  
A continuation of MUS 560. Prerequisite: MUS 560 or its equivalent. Both B.A. and M.A.

**MUS 580**  
**Recording Studio I: Introduction to Music Technology - 3 cr**  
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 B.A. and M.A.

**MUS 585**
Recording Studio II: Technology and Creativity - 3 cr
In this course we will explore and experiment with the tools of the recording studio and their role in the creative process. Advanced recording and studio techniques will be applied. Particular emphasis will be given to the use of signal processing (equalization and effects) and digital editing, and the creative opportunities provided by these technologies. Group and individual projects will be the means through which we will foster creativity and its evolution. The completion of MUS 580 is a prerequisite for this course.

**MUS 597**
Private Music Lessons - 0.5-4 cr
Both B.A. and M.A.

**AMERICAN INDIAN STUDIES (NAM)**
The courses in this discipline are offered by the Environmental Studies Department.

**NAM 499**
Independent Study - 1-4 cr
Recommended for students taking a concentration area or minor in American Indian studies. Must be taken after required courses in this concentration area. B.A. only.

**NAM 535**
Understanding Indigenous Science - 3 cr
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. Both B.A. and M.A.

**NAM 565**
Land, Culture & Survival - 3 cr
This course will examine relationships of tribal people to the U.S. Government and U.S. federal Indian policies from the 1800s to the present. Current policy issues and concerns affecting American Indian tribes will be analyzed in historical and contemporary contexts. Students will also explore the variety of cultural and legal issues related to Indian identity and tribal affiliation. Students will complete the course with a greater understanding of American Indians as a vital people who carry with them an historical perspective that greatly impacts their lives today. Pre-requisite: ENV 555 Environmental Justice. Both B.A. and M.A.

**NAROPA COLLEGE CORE (NCC)**
These courses are offered by the Naropa Core College.

**NCC 100**
Musical Beginnings: An Introduction to Music Fundamentals - 3 cr
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 to learn more about music as a related discipline; a prerequisite for those interested in majoring in music. No previous experience is required. B.A. only.

**NCC 105**
Art and Consciousness: Mixed Materials and Self Exploration - 3 cr
In this course students are challenged to listen and trust their own inner experience as the basis for the creation of authentic artwork. Through material experimentation and investigation into realms of consciousness we create art. Acrylic painting and mixed media are explored. Students discover that art relies upon its sources in the most profound levels of human consciousness for its ability to inspire and transform. B.A. only.

**NCC 213**
Wisdom of the Body - 3 cr
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. B.A. only.

**NCC 250e**
Writer's Craft - 3 cr
The goal of this writing workshop in creative nonfiction is polished and exciting prose that also reveals the gifts, nuances, and idiosyncrasies of each participant's life. Students will develop the craft of writing and the courage to tell their own stories. Feedback will be given in a community spirit of trust and encouragement. Many ideas and methods will spark the creative process. Readings drawn from a sourcebook of essays and stories (and even some poetry) by many writers such as Annie Dillard, Edward Abbey, James Baldwin, and Marguerite. Natalie Goldberg's Writing Down the Bones will be a required text. Open to writers of any level of experience. B.A. only.

**NCCC 101**
Prior Learning Credits
Workshop - 1 cr
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 "Prior Learning Credit" in the Undergraduate Admissions section. B.A. only.
NCCC 250  
The Writer's Craft - 3 cr  
This prose-writing workshop is designed to meet you where you are as a writer and to stretch your writing and thinking in new directions. 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. We explore all stages of the writing process—from spontaneous composition to careful editing. Each student leaves this course with a manuscript of non-fiction prose, approximately 30 pages in length. Readings are selected from diverse contemporary writers of creative non-fiction. B.A. only.

NCCL 123  
Chinese Energetics I - 2 cr  
This course will explore the "law of the five elements" and the system of medicine connected with it, the ancient "system of kings." The ancient Chinese viewed 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 develop tools and skills to help improve personal and interpersonal environments. Each class will include a lecture and discussion, as well as hands-on exercises. B.A. only.

NCCH 320  
Introduction to Western Psychology - 3 cr  
This course is an introduction and overview of various Western psychological theories. Emphasis is on view, goals, strengths and weaknesses, and therapeutic approaches. B.A. only.

NCCL 132  
Survival Skills - 3 cr  
Using modern and primitive materials and techniques in classroom and outdoor settings, students learn skills of emergency rescue and wilderness living. This class introduces 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, students gain a broader appreciation of Nature's gifts. Students deepen intuitive abilities and better understand our place in nature's cycle of seasonal renewal. Teachings are drawn from the knowledge and wisdom of indigenous peoples worldwide. There is a materials fee for this course. B.A. only.

NCCL 300  
Orientation Peer Leadership Training - 3 cr  
Current students: In what you have learned at Naropa toward helping new Naropa students begin positive journeys, while you learn lifelong skills and build an intimate community! You will learn skills to facilitate small groups of new students during Naropa Orientation. Training covers the following skills: communication and facilitation, building intimate communities, referring to resources, diversity information, leadership initiatives, and planning activities, including Threshold to a Journey. Upon completion of the training, students serve as paraprofessional staff, called Orientation Peer Leaders, and facilitate groups for one week by providing networking, support, resources, and activities for new students during their transition. B.A. only.

NCCP 100  
Beginning Yoga - 3 cr  
Yoga was traditionally practiced to cultivate a pure and receptive body that served as a vehicle for receiving spiritual insight through meditation. With the recent surge of interest in yoga to cultivate wellness and manage stress has come a plethora of interpretations about what yoga is and how it should be practiced. This class offers a broad understanding of yoga. We will investigate traditional principles of yoga philosophy and asana practice. We will explore, also, a more contemporary perspective, through dynamic explorations of movement and breath. This class offers a diverse and insightful experience of yoga practice. B.A. only.

NCCP 209  
Meditation: The Awful Truth - 3 cr  
This title, playfully suggested by Charlotte Joko Beck, concerns dispelling the myths about meditation as a bliss state, rather as the means to connect more fully. It may wake us up to aspects of ourselves and life that we have been avoiding, consciously or unconsciously. We will study the teachings of Joko Beck, Chogyam Trungpa Rinpoche, and others with a focus on the experiential, 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 ("beginner's mind") encouraged. B.A. only.

NCCS 157  
Nonviolence in and through History - 3 cr  
We now have a rich record of creative experiments in the application of the laws of love and self-suffering in personal and societal change. Though not yet a fully developed art-science form, active nonviolence provides us with alternatives to war and violence that merit attention. This course explores the religious and philosophical foundations of nonviolence. We will study a broad range of nonviolent campaigns from different regions of the world. As we examine the many meanings of nonviolence, we will also explore the relevance of the way of nonviolence in personal and public domains in our own time and beyond. B.A. only.

NCCS 200  
Identity and Representation: Race, Class, and Gender on Film - 3 cr  
View and discuss a variety of documentary, independent, and Hollywood films (videos), 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 aesthetic lives. We have a potluck meal and informal chat prior to each screening; each film is followed by focused, engaged discussion. Interested members of the Naropa community are welcome to come for the scheduled film; non-registered attenders are welcome to attend at the discretion of the instructor. B.A. only.
NCCS 212
Ethics: Codes, Conduct, and Commitments - 3 cr
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. B.A. only.

NCCS 220
Cultural Anthropology: Who Are the Americans? - 3 cr
We rigorously explore and critique the basic concepts, practices, and applications of anthropological theory using texts and videos by and about members of a variety of U.S. cultures, including Puritans, Pentecostals, Muslims, Jews, African Americans, Asians, Native Americans, and Latinos. Reading averages 40-50 pages/wk. Vocabulary acquired through readings and discussions forms the basis for testing comprehension. This course serves as a prerequisite for NAMS courses in Environmental Studies. B.A. only.

NCCS 235
Western Philosophy I: Spring of the River of Being - 3 cr
Western philosophy begins with the thought of ancient Greeks and Romans. The nature of being itself and constructing a rational world concerned 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. B.A. only.

NCCS 255
Western Philosophy II: An Imperfect Symmetry - 3 cr
Western philosophy continues to develop after the fall of Rome, from Augustine of Hippo to Thomas Aquinas, through medievalism through the Renaissance until the 1600’s Enlightenment within the matrix of Christian, Islamic, and Jewish thought. We will examine 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. B.A. only.

NCCS 258
The Making of Modern India, 1885-1984 - 3 cr
The social and religious reform movements in nineteenth century India were instrumental in forging organized political opposition to British rule. The seeds of Indian nationalism that were planted then flowered into full bloom in the next century. The new nation that emerged with the end of British rule in 1947 was a product of subcontinental and international political and religious movements. The contest between indigenous values and Western values began in 1885 and it has continued since. This course explores the history of this contest and examines the pathways to the creation of viable democracy and a pluralistic society. B.A. only.

NCCS 325
Gender Savvy in Contemporary Religion - 3 cr
Religion has greatly influenced our experiences as male and female in the areas of sexuality, power, sex roles, personal identity, privilege, and enlightenment. Feminism has identified the biases of patriarchy, seeking to rectify them in a variety of ways—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 differences 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. B.A. only.

NCCS 354
The Evolution of the Bill of Rights: Freedom’s Just Another Word - 3 cr
We will examine the evolution of the Bill of Rights and subsequent amendments to the United States’ Constitution as this country’s core aspiration for freedom and primary application of conflicting conservative and progressive philosophies of governance. With an emphasis on judicial interpretations, we will work with the themes of states’ rights, Federalism and individual rights, from an historical context and as they are tremendously relevant in our lives today. This course will provide an opportunity for beginners to gain a working understanding of the document, its interpretation and application. B.A. only.

NCW 210
The Tao: Lao Tzu, Confucius, and The I Ching - 3 cr
We will study Lao Tzu and the philosophy of Taoism he spawned; Confucius and his philosophy; and the I Ching, the integration of Taoist and Confucian ideals. We will study these philosophies from the T’ai-chi ch’uan point of view as taught by Professor Cheng Man-ch’ing. One need not practice T’ai-chi ch’uan, 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 basic principles so it can be taught easily to the ill and the elderly. B.A. only.

NCW 280e
World Wisdom: Recalibrating the Mind to Serve the Emerging Spirit - 3 cr
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. B.A. only.
NCCX 100
Physical Geography: Beholding the Body of the Earth - 3 cr
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 field trips, 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. B.A. only.

NCCX 201
Abstract Concepts: Thinking Things Through - 3 cr
Abstract thinking requires that we look deeply into how we think, formulate questions, and decide which answers to accept and which to reject—how we know what we know. Through interactive lectures and discussions, we explore some of the bases on which analytic and descriptive thinking forms itself into beliefs, opinions, facts, assumptions, rumors, suspicions, information, knowledge, and maybe even wisdom. We begin with myth, but we are equally concerned with the ways in which other "big" systems of knowledge—e.g., science, philosophy, religion, history—intersect in the process of knowledge formation. B.A. only.

NCCX 240
General Systems Thinking I - 3 cr
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 understanding our human experience and the world we live in. Class readings and videos include such original thinkers as P.Jliof Capra, Gregory Bateson and Rupert Sheldrake. B.A. only.

NCCX 245
Geography: Pilgrimage, Sacred Landscape, and Celebration of Earth - 3 cr
We are a culture of nomads, often moving through many places and landscapes in our lives. In this course we will explore these journeys as part of our life practice. Through pilgrimage we transform ourselves and are transformed in dialogue with the landscape. We will reflect on our own life journey through exploring the ideas and traditions of pilgrimage from the great traditions and sacred places of the world and through our own direct experience. Engaging in reading, storytelling, walking, and direct dialogue with place, we will recall and awaken our dance of transformation with the earth. B.A. only.

NCCX 258
Mathematics and the Philosophy of Consciousness - 3 cr
The focus in this seminar will be the nature of consciousness: consciousness—with and without—an object. In our research we shall consider mathematics and art as two superlative expressions of consciousness: the former representing the continuum of conceptualization and the latter the continuum of the aesthetic. To round things off, we shall look into string theory (which Edward Witten regards as a new area of geometry) and how this theory in conjunction with quantum theory signals the demise of materialism. Finally, can there be a Yoga of Mathematics? A Yoga of Art? B.A. only.

NCCX 273
Systems Thinking II: Human Experience - 3 cr
What are the limits and constraints to our experience as human beings? Is freedom an illusion? We will explore these and other essential questions using the innovative frameworks of systems thinking and chaos theory. This course will use information from neurology, psychology, sociology and anthropological works to help us understand what it is to be a conscious human being in these times. B.A. only.

NCCX 300
Anatomy: Learning through the Senses - 3 cr
Bring mindfulness to the study of the body and learn the principles of anatomy from the inside out. These principles include how the body works, the interrelationship between body parts, and why the body functions as it does. Anatomy is a living science that invites intelligence to reappear through sensation of organs, muscles, bones, fluids, and tissues. We will learn these body systems, their purpose in health, and how to sense our natural intelligence by rekindling and awakening perception. Use of touch, pressure, sound, and movement will complement visual aids and texts. Course includes lecture, demonstration, and movement/hands-on practices. B.A. only.

NCCX 330
Awakening the Scholar - 1 cr
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. B.A. only.

NCCX 350
Cosmology in Myth and Physics - 3 cr
Ancient mythic narratives ask, "Who are we? Where did we come from?" Are physics and astrophysics merely adding new stories to old? We map the early universes of the Babylonians, Greeks, Maya, Jews, and others, then, through readings and videos, meet the protagonists in our own stories of creation—dark matter, anti-matter, black holes, vibrating strings—with attributes at least as strange. Is each system of thought merely a transient explanatory model, or are both somehow intrinsic to how the human mind works when confronted with its own deep past? Reading averages 50-60 pages/week; two tests, two creative writing assignments. B.A. only.
NCCZ 181
Traditional Chinese Brushstroke I - 3 cr
Brushstroke class will focus on learning how to cultivate the Qi, or energy, through the practice of brush calligraphy. We will focus on the process of meditation with a brush, keeping in mind brush master Kaz Tanahashi's notion, "Failure now may be more interesting that success later." Regular script or Caoshu will be emphasized, with exercises in seal script and cursive included.
Students will learn how Asian paper and brushes are made, how to place a chop or red seal on Asian calligraphy, how Asian brush is designed, and how it differs from Western art. Workshops begin with a Tai Chi Chuan gait standing meditation. B.A. only.

NCCZ 184
The Nature of Intelligence: Will, Mind, and Heart - 3 cr
The will of our intelligence involves learning to regulate our alertness and attention, to work with our acquisitions and impulses and to strike a balance between social engagement and taking our own counsel. The mind of our intelligence grows out of our journey through the layers and stages of cognitive development and the ease with which we can access those qualities. Finally, the heart of intelligence arises as we permeate our will and mind with a rich feeling life. The course blends academic study with self-study.
B.A. only.

NCCZ 187
Ikebana - 3 cr
Sogetsu School, in conjunction with Kalaip Ikabana 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 $250.00 materials fee. B.A. only.

NCCZ 209
Group Dynamics and Leadership: Creating Compassionate Community - 3 cr
How do individuals join together so each person can discover and authentically express his/her unique, diverse individuality while simultaneously forming a cohesive, compassionate community? We discover the answers through direct community living combined with lecture and didactic classroom format applicable to the student's personal journey as well as social and global topics. Concepts explored will include the ecological identity, models of community development and group dynamics, and the interpersonal and communication skills helpful to take effective action in a community setting. Grading based on participation in house meetings, completion of weekly assignments, and final project. Open to B.A. Sangha House Residents only.

NCCZ 217
Living Traditions of Nepal: An Introduction to Newari Culture - 3 cr
For many centuries, the Newars have been one of the major ethnic groups in Nepal. This course is an introduction to this vibrant and ancient way of life. Its earth-based culture is an unusual and unique synthesis of Hindu, shamanistic, and Buddhist influences that have evolved and interacted for many centuries. The study of Newari culture is an opportunity to understand some of the most elemental aspects of these traditions. B.A. only.

NCCZ 223
Chinese Energetics II - 2 cr
A continuation of the work in NCCZ 123, "Chinese Energetics I." Students will work more deeply with four elements and those found in the organs, 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. B.A. only.

NCCZ 230
Peace Studies: Conflict Resolution and Restorative Justice - 3 cr
Through class discussion and experiential exercises, we explore connections between conflicts in our personal lives and those of our community and the larger world. We focus on restorative justice, an increasingly practiced method that provides an opportunity for 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. We 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 these skills implemented in Boulder County restorative justice programs. B.A. only.

NCCZ 251
Dramatic Practices: Liberating the Performing Spirit - 3 cr
This experiential survey course consists of three five-week parts, taught by theater faculty and guest artists. Part one develops students' awareness and access to the fundamental instrument of statement: the body/voice. Exercises seek to hone our sense of presence, 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 a look at the recent history of theater practitioners and to examine the relationship of performing spirit to the culture from which it springs. B.A. only.

NCCZ 281
Traditional Chinese Brushstroke II - 3 cr
There are four three-week-long assignments: 1. Students read selections from Chogyam Trungpa's Dharma Art; try to duplicate the energy of certain famous calligraphic pieces, present their examples and a short paper on the process. 2. Students construct black, white and gray collage based on Asian models and lead a presentation and discussion of their work. 3. Students work on versions of a line of Chinese poetry in regular, seal or cursive scripts by previous masters such as Su Tung Po or Nantembo, lead a discussion of their process during a presentation, and exhibit work in the student art show. Prerequisite: NCCZ 181. B.A. only.

NCCZ 282
Martin Luther King, Jr. and the Search for the Beloved Community - 3 cr
The 1955-56 Montgomery Bus
Boycott brought to the fore a leader of immense distinction in Martin Luther King Jr. and it opened the way for the creation of the mass-based Southern Nonviolent Freedom Movement. The new leadership and the new energy that came forth not only quickened the pace for large-scale political change but also gave birth to the vision of the "Beloved Community." This course explores the ways in which King and his associates in the south-based Black-led Freedom Movement sought to make whole the nation's broken community by transcending barriers of race, religion, class, and ethnicity. B.A. only.

**NCCZ 290**

Mythopoeisis: Cosmologies and Mythologies - 3 cr

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 on the oral and literary traditions of Greeks and Roman classical myths, and we will look at Egyptian, Mesoamerican, and Asian 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. B.A. only.

**NCCZ 291**

Ethnographies of Postmodern Life: Investigating Local Subcultures - 3 cr

Nomadism, cultural disintegration, and shifting identity are characteristic of the postmodern world. We will explore these themes as we critique a range of ethnographic texts to become familiar with the issues, ethics, and methodologies of anthropological fieldwork. Going beyond the discipline of anthropology, we will explore the realities of cultural disruption as revealed in more experimental styles such as magical realism, the novel, and storytelling. Paying particular attention to reflexivity in research, students will acquire skills through participant observation, interviews, and data analysis. Research culminates in a written or visual ethnography of a local subculture. Prerequisite: NCCZ 220 Cultural Anthropology. B.A. only.

**NCCZ 293**

Thinking Photography: Mapping Memory - 3 cr

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. B.A. only.

**NCCZ 294**

Gandhi, Dorothy Day, and Malcolm X: The Quest for Personal and Social Transformation - 3 cr

Gandhi, Dorothy Day, and Malcolm X recognized that their capacity to bring about social change was tied to their ability to change themselves. Gandhi worked out his vision of a compassionate society through explorations of the Bhagavad Gita, Tolstoy, and Ruskin. For Day the way for the "building of a new world within the shell of the old" opened when she met Peter Maurin. Malcolm X's vision of racial harmony and reconciliation emerged in his post-Mecca months. This course explores the link each saw between personal and social transformation and how they changed themselves and their worlds. B.A. only.

**NCCZ 296**

Democracy in the United States of America, 1919-1968 - 3 cr

The promise of freedom that lay at the heart of the American Revolution remained essentially unfulfilled for generations. For too long the nation ignored its high ideals thus denying millions of women and men their fundamental citizenship rights. The forgotten millions pressed forward insisting on transforming this nation's institutions and structures. This course examines the struggles of several significant 20th century social change movements that helped to create a more democratic and open nation. B.A. only.

**NCCZ 300**

Engaging the World - 3 cr

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, focusing 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 individual journey necessary to engage the world from a contemplative ground. The class will be highly experiential, introducing students to practical tools for activism and peacemaking. We will create in class a socially engaged community for collaborative learning and spiritually grounded activism. B.A. only.

**NCCZ 326**

Global Corporatism - 3 cr

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. B.A. only.

**NCCZ 333**

Seminar in Reading and Writing: The Socially Engaged Imagination - 3 cr

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. Half of the class time will be devoted to discussing student work-in-progress; the other half we will discuss writing by authors such as James Baldwin, Bertolt Brecht, Gabriel Garcia Marquez, Pablo Neruda, Toni Morrison, and
Alice Walker. Each student will complete a manuscript of original writing for this course. B.A. only.

NCCZ 334
Creative Writing & Literature Seminar - 3 cr
We draw inspiration for our own creative work by reading classical and contemporary authors featured in an international anthology of short fiction. The readings explore themes that have provoked and delighted humans across cultures—desire, transgression, the abuse of power, and the quest for freedom. Along the way, we discover scapegoats, utopias, alienation, madness, imprisonment, revenge, romantic love, and ordinary magic. Half of the class time is devoted to discussion of student writing; the other half is a literature seminar. Each student will complete a manuscript of original writing for this course. B.A. only.

NCCZ 375
Poetry Workshop - 3 cr
"We turn and turn in the animal belly, in the mineral belly, in the belly of time. To find the way out: the poem." —Octavio Paz. We will encounter selected American and international poets of the 20th/21st centuries and occasionally look at their ancestors: Blake, Tu Fu, Sappho. We will write poems and write about poetry. We will emphasize: poem as transformation ("news that stays news") and classroom as dynamic, supportive community. B.A. only.

CONTEMPLATIVE PSYCHOLOGY (PSYB)
The courses in this discipline are offered by the B.A. Contemplative Psychology Department.

PSYB 310
Buddhist Psychology I: Meditation - 3 cr
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 ego-centeredness creates suffering and confusion in our lives; and train students to begin to develop inner tranquility, insight, and loving-kindness as the essential ground for working effectively with their own life challenges and those of other people. Offered in fall and the spring. Open to B.A. Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of department.

PSYB 350
Humanistic Psychology - 2 cr
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. B.A. only.

PSYB 360
Approaches to Healing - 3 cr
This course 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 spring. B.A. only.

PSYB 365
Family Systems - 2 cr
An exploration of the family as a system, with a structure and organization of its own. Interactions between family members are seen from a systematic perspective, thereby deepening the student's understanding of his/her family of origin. The work of Murray Bowen and his family systems theory is the primary model explored, but the work of Salvador Minuchin and Virginia Satir is also used. Basic family forms are explored: the nuclear family, blended family, single parent family, adoptive family, and gay, lesbian, bisexual, and transgendered families. The course combines readings, lectures, guest presentations, discussions, and experimental exercises. Offered in the fall. B.A. only.

PSYB 377
Introduction to Body Psychology: Embodiment Awareness - 2 cr
Embodifying Awareness introduces somatic psychology as the practice of making meaningful connections between emotional process and the expressions and symptoms of the body. The course is designed to give students a new awareness of and relationship to their bodies. Observation techniques and experiential anatomy provides the basis for working with body-oriented psychological process. Body/Self awareness, the development of body image, and the means for working with the body metaphor and symbolism will be explored through creative process and guided explorations. Students are encouraged to apply their experiences to their daily lives. B.A. only.

PSYB 406
Introduction to Jungian Psychology - 2 cr
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 fairy tale, myth, and dream interpretation. Offered in the fall. B.A. only.

PSYB 420e
Abnormal Psychology - 3 cr
See course description for PSYB 520. This class may be taken for graduate or undergraduate credit and also satisfies the prerequisite requirement for abnormal psychology for students entering the graduate transpersonal counseling psychology program. Prerequisites: students must have taken an Introduction to psychology class or the equivalent. B.A. only.
PSYB 430
Exploring Dreams: Jungian Practice and Beyond - 3 cr
This course works with dreams, using a broad-based Jungian actualization perspective and including methods for working with energies expressed by symbolic experiences in dreams and everyday life. The emphasis is on group exploration, to better understand, and creatively work with, the collective and individual conscious and unconscious. Fantasies, daily experiences, and stories are used for material as well as dreams. The class assists in dream recall, but does not require it. The most important prerequisite is Kindness and unconditional curiosity. Prerequisites: PSY 330 or any Introduction to Jung course, and permission of the instructor. Offered in the spring. B.A. only.

PSYB 443
Contemplative Community - 1 cr (.5 credits each fall)
This required two-day retreat at Shambhala Mountain Center takes place at the beginning of each fall semester. The practices of sitting and walking meditation, tibetian and Maithri Space Awareness practice, as well as relaxing with others in this beautiful mountain setting, enable each student to begin the academic year with a renewed sense of energy and balance. Talks, gatherings, and group exercises bring students and faculty together in a contemplative community with a sense of purpose and friendship.

PSYB 444
Introduction to Transpersonal Psychology - 2 cr
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. B.A. only.

PSYB 453
Systems Thinking II: Human Experience
What are the limits and constraints to our experience as human beings? Is freedom an illusion? We will explore these and other essential questions using the innovative frameworks of systems thinking and chaos theory. This course will use information from neurology, psychology, sociology, and anthropology to help us understand what it is to be a conscious human being in these times. Prerequisites: General Systems Thinking I or through discussion with the instructor. Offered in the spring.

PSYB 455
Dynamics of Intimate Relationships - 2 cr
This course explores intimate relationship as a path of personal and spiritual development. Issues discussed include: conscious and unconscious patterns in the 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. B.A. only.

PSYB 459
Herbal Medicine - 2 cr
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. B.A. only.

PSYB 465
Visual Arts: Imagery in Healing - 2 cr
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 feelings to the "matter at hand," our ground and inspiration for well-being can be experienced. When receptivity, play, experimentation, 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, assemblage, clay working, and a sharing-healing circle of acceptance and gentleness. Offered in the spring. B.A. only. Not open to freshmen.

PSYB 462
Group Process - 2 cr
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 dynamics and process influence and impact each individual. Habitual participation patterns will be clarified and options for more effective participation will be explored. Topics include: group formation and maintenance, stages of group development, impact of subgroups, giving/receiving feedback, creative conflict resolution, and leadership interventions and strategies. Dynamics of the class participants will be used as a laboratory to investigate these topics. Offered in the spring. B.A. only. Not open to freshmen.

PSYB 472
Presence: Voice and Sound - 2 cr
This presentation-oriented course focuses on one's essential voice and how it is given the form that allows it to be heard. Students bring to class regular showings, such as poetry, a dance, a song, a painting, a story, a piece of music, or words from a journal. By listening and being heard, students will study the art and discipline of personal statement, how the personal connects to the universal, and how self extends to and informs community. Through self-statement, one finds knowledge that allows for self-healing, and
that can be used to help others. Offered in the spring. B.A. only.

**PSYB 482**
Senior Project Seminar I - 2 cr
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 building skills to develop and create a supportive classroom environment. Offered in the fall and spring. Open to B.A. psychology and inter-disciplinary students only. Others by permission of department.

**PSYB 483**
Senior Project Seminar II - 2 cr
This course is a continuation of PSY 482. Offered in the fall and spring. B.A. only.

**PSYB 486**
Contemplative Psychology I: Compassionate Action - 3 cr
An in-depth examination of 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, and 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. Prerequisites: PSYB 310 or meditation experience and permission of department. Offered in the fall and spring. Open to B.A. psychology and interdisciplinary students only. Others by permission of department.

**PSYB 487**
Contemplative Psychology II: Compassionate Outreach - 1-3 cr
Students will further explore compassionate action through a volunteer field placement. A weekly class will explore the use of contemplative practices of bodyspeech mind description, exchange, basic attendance, and process notes. The class will also offer support and supervision. Any credits exceeding the core requirement will be used to fulfill concentration electives.

**PSYB 499**
Independent Study - 1-3 cr
B.A. only.

**PSYB 500**
Understanding Experience: From the Existential to the Transpersonal - 3 cr
The nature of experience is a fascinating mystery. Every moment of our lives 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 else. It is a flowing process, emerging out of the connection between our outer and inner worlds. From a foundation of existential philosophy and world wisdom traditions, we will explore systems thinking and transpersonal psychology to capture some essential aspects of our own experience. Both B.A. and M.A.

**PSYB 504**
Introduction to Somatic Psychology: The Body of Our Psychology - 2 cr
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 weave together, we can construct more effective therapeutic experiences both for ourselves and for others. Prerequisite: NCCX 300 Anatomy: Learning through the Senses. Both B.A. and M.A.

**PSYB 506**
Language and Communication in the Healing Process - 2 cr
Based on principles and techniques developed by the late Dr. Milton Erickson, this course explores how subtle, specific forms of communication can be used as powerful healing tools. Through personal styles of interpretation and misinterpretation, students will create stories of their lives, and from these stories, their personal problems. Students will work with understanding how subtle linguistic processes and alternative metaphors may help release them from deeply ingrained patterns. Demonstrations of indirect hypnotherapy, discussions and practices of specific uses of language and metaphor are included. Offered in the fall every other year. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 508**
Embodiment Process and the Individual - 2 cr
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 the fall and spring. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 512**
Buddhist Psychology I: Maitri and Compassion - 3 cr
In the maitri practice particular postures and specially designed rooms evoke a variety of psychological spaces from which arise different styles of thought and emotion. 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 through a weekly lecture, practice in maitri rooms, and participation in a smaller group to process material more personally. Prerequisites: PSYB 310 or equivalent meditation experience. Upper-division B.A. and M.A. Others by permission of instructor. Offered every year in the fall, and every other year in the spring.

**PSYB 515W**
Process Painting and Meditation - 1 cr
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 B.A. and M.A. Not open to freshmen.

**PSYB 517**
Cultural Diversity - 2 cr
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 B.A. students only. Others by permission of instructor.

**PSYB 520**
Abnormal Psychology - 3 cr
This course acquaints students with the language and tools of western psychology in order to increase the range of their own voices. Exploring 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 discuss resilience and treatment, both sane and insane. The class will make use of lectures and experiential exercises, have guest speakers, and include a trip to a local psychiatric hospital. Prerequisites: Introduction to Psychology or permission of Instructor. Offered in the spring. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 526**
Introduction to the Jin Shin Tara Approach: The Treatment of Shock and Trauma - 2 cr
This course outlines the chemical, physiological, and energetic consequences of shock and trauma. It presents a treatment design that includes the use of subtle energy medicine (Jin Shin Tara). Students learn a comprehensive system for self-care as a major component of this class. In addition, students investigate trauma and shock from a cultural and environmental standpoint. They cultivate an awareness and use of the resources necessary to resolve shock and trauma. Offered in the fall. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 528**
Gestalt: Presence - 2 cr
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 the fall. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 529**
Hakomi Somatics Sensorimotor Psychotherapy: Learning From Trauma, Understanding Its Effects and Building Personal Resources - 2 cr
Trauma affects our psychological and physical well-being. This class educates students about the effects of trauma and provides opportunities to explore physical and emotional effects of trauma, dissociation, vicarious trauma, and reinstate defenses lost in the wake of trauma. Students will develop a personal "sensory diet" (from Sensorimotor Integration theory) for the ongoing remediation of physical, emotional, and cognitive effects of trauma. Emphasis is on working through the body to develop personal and group resources that help resolve symptoms of trauma and gain mastery over helplessness. Offered in the spring. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 534**
Perception: Introspection Meets Cognitive Neuroscience - 3 cr
The senses give our mind access to the world. All human senses, including sight, hearing, taste, smell, touch, bodily sensations, etc., are studied. Students practice contemplative sensory awareness, attending to nuances and detail, and document their own experience by journaling. Introspection (direct observation of conscious experience) joins with modern scientific understanding of perceptual processes. Findings from modern research on perception and attention provide more complete understanding of the embodied nature of subjective experience. Prerequisite: one prior psychology course or instructor's permission. Offered in the fall. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 536**
Hakomi Somatics - 3 cr
Recognizing that mind and body jointly express and reflect deeply held beliefs about self and the outside world, Hakomi Somatics helps bring these beliefs to conscious awareness. From the body, 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 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 teachings with experiential exercises. Offered in the fall. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 539**
Nutrition - 2 cr
We will learn basic human physical nutritional requirements from four perspectives: the field of nutritional anthropology; the scientific discoveries of the 20th century; direct experience; and from intuition. Students will acquire information and tools to determine a diet that suits them best now, and how to alter that as requirements may change during life. We will study the dietary changes in the 20th century that underlie our most common causes of chronic disease and death, and suggest nutritional strategies to prevent those diseases. Offered in the fall. Upper-division B.A. and M.A. Others by permission of instructor.

**PSYB 545**
Developmental Psychology - 3 cr
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 and fall. Open to B.A. psychology and interdisciplinary students only. Others by permission of instructor.

PSYB 546
Tibetan Medicine I - 2 cr
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 personal experience to the healing path so an individual can more easily understand and take charge of the healing process. Topics include: three-humour theory, the mind-body relationship, the healing process, disease classification, how disease relates to diet and lifestyle, pulse and urine diagnosis, the role of mind training, spiritual practice, and the use of herbs. Offered in the fall. Upper-division B.A. and M.A. Others by permission of instructor.

PSYB 548
Gestalt: Western Form of Zen - 2 cr
This is a continuation of PSYB 528, Gestalt: Presence. May be taken without PSYB 528. Offered in the spring. Upper-division B.A. and M.A. Others by permission of instructor.

PSYB 556
Symbols and Transformation - 2 cr
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 B.A. and M.A. Others by permission of instructor.

PSYB 560
Scientific Research into Conscious Experience - 1-3 cr
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 conduct studies on meditation psychology in order to contribute to a scientific understanding of meditation and its effects on people's lives. The others conduct studies on synesthesia, an unusual perceptual ability experienced by rare individuals who have inherited this trait. Offered in spring and fall. Upper-division B.A. and M.A. Others by permission of instructor.

PSYB 566
Chinese Energetics and Body Psychology - 2 cr
This course explores the “law of the five elements” and the medicine system connected with it, the ancient “system of kings.” The ancient Chinese valued body, mind, and spirit as inseparable from nature; if nature was observed closely the cause of any affliction of body, mind, or spirit could be found. The class works directly with students’ state of physical, mental, and spiritual health and develops tools and skills to improve personal and interpersonal environments. Classes include lectures, discussion, and hands-on exercises to bring this material to life. Offered in the fall. Upper-division B.A. and M.A. Others by permission of instructor.

PSYB 571e
Personality Theories - 3 cr
See course description for PSYB 571. This class may be taken for graduate or undergraduate credit and also satisfies the prerequisite requirement for personality theories for students entering the graduate Transpersonal Counseling psychology program. Both B.A. and M.A.

PSYB 578
Music, Self, and Others: Exploring Intra and Interpersonal Dynamics through Music - 2 cr
Music is a powerful tool for promoting positive change on physical, psychological, emotional and spiritual levels. Experimental 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 B.A. and M.A. Others by permission of instructor.

**PSYB 579**
Chinese Energetics II - 2 cr
A continuation of PSYB 566. "Chinese Energetics I." Students will work more deeply with the five element diagnoses, the officials, color, sound, odor, and emotion diagnosis and personal healing journeys. Beginning our work with "plant spirit medicine," we will be "journeying" to various local plants and trees to access their wisdom and healing powers within the context of the five elements. Students are expected to have a strong foundation 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 B.A. and M.A. Others by permission of instructor.

**PSYB 585**
Tibetan Medicine II - 2 cr
This course offers practical training in Tibetan medicine including classes in tongue, urine, and pulse diagnosis, as well as diet, behavioral, and herbal treatments. The goal is to further clarify the personal care system for the healer and to begin to apply Tibetan medicine to others. This could include preceptorships in Boulder's Tibetan Medicine Clinic. Proposed topics: 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 B.A. and M.A. Others by permission of instructor.

**PSYB 587**
Expressive Arts: Working with Others - 2 cr
In this course, students who have found expressive arts to be a healing medium in their own lives practice extending that opportunity to other people. Students work together, engaging basic principles inherent in any healing encounter. Based on personal inspiration and skills, students do field assignments, thus building confidence, resourcefulness, and sensitivity to expressive arts as a medium for the healing relationship. Working with others cultivates compassion, spontaneity, honesty, humbleness, and trust in the empathic and creative potential in each of us. Prerequisites: PSYB 568 or previous experience with expressive arts. Offered every other spring. Upper-division B.A. and M.A. Others by permission of instructor.

**M.A. CONTEMPLATIVE PSYCHOTHERAPY (PSYC)**
The courses in this discipline are offered by the M.A. Contemplative Psychotherapy Department.

**PSYC 605**
Large Group Process I - 1 cr
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. M.A. only.

**PSYC 608**
Introduction to Buddhist Psychology: Practicum I - 2 cr
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. M.A. only.

**PSYC 609**
Group Process I - 1 cr
Students participate in small and large groups throughout the tenure in the program. Emphasis is on providing support for the students' journey. This course is the first in a series of small groups. M.A. only.

**PSYC 618**
Human Growth and Development - 2 cr
This course traces psychological development through the life cycle, with a particular emphasis on the stages of life. A major focus of the class is on early childhood experience and its relationship to the patterns that may affect the rest of life. 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 class is to develop both a theoretical and sympathetic understanding of the feelings, perceptions, and ways of understanding themselves and others at various stages in the life cycle. M.A. only.

**PSYC 625**
Large Group Process II - 0.5 cr
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. M.A. only.

**PSYC 628**
Evolution of Concepts in Western Psychotherapy - 2 cr
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. M.A. only.

**PSYC 629**
Group Process III - 1 cr
This course is a continuation of PSYC 619. M.A. only.

**PSYC 639**
Group Process IV - 0.5 cr
This course is a continuation of PSYC 629. M.A. only.

**PSYC 650**
Diversity Awareness and Multicultural Competence - 2 cr
Effective multicultural counseling requires us to understand others.
on their own terms, in relation to their own contexts, histories, and worldviews. 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 will extend to listening to the experience of others and learning some culturally relevant approaches. M.A. only.

**PSYC 658**
**Buddhist Psychology: Practicum II - 2 cr**
A continuation of the study and practice of the principles of Buddhist psychology begun in PSY 508, this course provides preparation for the M.A. program. Topics include intrinsic health, the development of ego, the chain of cause and effect, psychological materialism, and working with emotions. M.A. only.

**PSYC 668**
**Family Process - 2 cr**
This course is an introduction to family process and family systems. The purpose of the course is to assist the student in experiencing the shift in perception that comes from seeing a family as a system—with its own organization and life—beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions, and experiential exercises. M.A. only.

**PSYC 669**
**Compassion and the Heart of Emptiness: Meditation Practicum III - 2 cr**
This course is an introduction to the Buddhist Mahayana path and its relevance for psychotherapists. Topics include the four Brahmanas (limitless ones), relative and absolute boddhiitta (awakened heart), and sunyata (emptiness). Students will apply the teaching to their own personal experience and also to practical situations with those whom they aspire to help. M.A. only.

**PSYC 678**
**Psychopathology II: Sanity and Neurosis - 2 cr**
Intrinsic health is the ground of experience, yet one repeatedly loses touch with it. This course explores the sequence of events through which one can become absorbed in "story-lines." The painful nature of this experience, which is a patchwork of events, real and imagined, will be explored. Emphasis is on recognizing the experience of sanity within pathology. Students experience the personal and painful nature of such psychopathology as it occurs in their own lives and in the lives of others. The recovery stages of health are introduced along with an introduction to diagnosis and the use of testing in appraisal. M.A. only.

**PSYC 689**
**Maitri Program I - 2 cr**
May be taken for pass/fail only. Please refer to the description of the M.A. Contemplative Psychotherapy program. A limited number of nonprogram students may be permitted to attend by permission of the department chair.

**PSYC 699**
**Independent Study - 1-3 cr**

**PSYC 708**
**Contemplative Psychotherapy Seminar: Meditation Practicum IV - 2 cr**
The joining of contemplative practice with the basic principles of interpersonal psychology creates a powerful psychotherapeutic discipline. In this way, one's personal development is completely linked to the cultivation of health and intelligence in others. Emphasis is on the nature of discipline in the therapeutic relationship, the process of exchange, compassionate action, and the variety of possibilities for transmitting illness to health. Buddhist approaches and those of other contemplative traditions are explored. Class format emphasizes student discussion of key issues. M.A. only.

**PSYC 709**
**Meditation Practicum V - 0.5 cr**
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. M.A. only.

**PSYC 718**
**Community - 2 cr**
The practice of being in community is one of the powerful teaching vehicles in this program. Students learn from each other through positive support, conflict, and the myriad ways they interact with each other. This course will provide the opportunity to study roles, subgroups, group mores, interaction patterns, and pluralistic trends. Each individual will work with the tensions aroused in them through participation in the group and explore ways to be involved and to include others thereby contributing to the overall health of all the individuals and the community at large. M.A. only.

**PSYC 719**
**Group Process VI - 1 cr**
This course is a continuation of PSYC 639. M.A. only.

**PSYC 728**
**Therapeutic Relationships I - 2 cr**
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. M.A. only.

**PSYC 729**
**Group Process VII - 1 cr**
This course is a continuation of PSYC 719. M.A. only.

**PSYC 738**
**Psychopathology II: Psychosis - 2 cr**
From the Buddhist point of view, psychoses involve a kind of journey through six psychological realms. What occurs is the attempted transformation of 'self.' This course studies the psychotic experience as
it appears in community, the family, childhood, and adulthood. The various psychological operations that underlie confusion, paranoia, hallucination, and delusion are examined in clinical material. Students will discuss the Buddhist understanding of mind, and how it allows for new social and individual treatments. Assessment and diagnosis of psychotic disorders are highlighted. During the second half, students examine selected approaches to treatment and the journey of recovery. M.A. only.

PSYC 739
Meditation Practicum VI - 0.5 cr
A continuation of PSYC 709. M.A. only.

PSYC 758
Therapeutic Relationships II - 2 cr
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. M.A. only.

PSYC 778
Transition, Lifestyles, and Career Development - 2 cr
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. M.A. only.

PSYC 788
Therapeutic Relationships III - 2 cr
The emphasis in this class is on preparing for the clinical internship. Also see the description for PSYC 728. M.A. only.

PSYC 789
Maitri Program II - 2 cr
May be taken for pass/fail only. Please refer to the description of the M.A. Contemplative Psychotherapy program. M.A. only.

PSYC 798
Theory and Practice of Group Therapy - 2 cr
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. M.A. only.

PSYC 808
Field Placement I - 4 cr
During this nine-month internship, students work 20-30 hours per week (minimum of 700 hours required) in a psychological fieldwork 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. M.A. only.

PSYC 818
Clinical Tutorial I - 2 cr
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, participants will have 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. Here they will have the chance to experience the grist for awakening, which is no further away than the bloom and fruition of the present moment. Both B.A. and M.A.

PSYC 858
Field Placement II - 4 cr
M.A. only.

PSYC 868
Clinical Tutorial II - 2 cr
This course is a continuation of PSYC 818. M.A. only.

PSYC 881
Extended Paper (Section B) - 0.5 cr
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. M.A. only.

PSYC 888
Master's Paper Seminar - 1.5 cr
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. M.A. only.

PSYC 889
Maitri Program III - 0.5 cr
May be taken for pass/fail only. Please refer to the description of the M.A. Contemplative Psychotherapy program. M.A. only.

SOMATIC PSYCHOLOGY (PSYS)
The courses in this discipline are offered by the M.A. Somatic Psychology Department.

PSYS 516W
Contemplative Mountaineering - 1 cr
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, participants will have 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. Here they will have the chance to experience the grist for awakening, which is no further away than the bloom and fruition of the present moment. Both B.A. and M.A.
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. M.A. only.

**PSYS 535e**
Introduction to Anatomy and Physiology - 3 cr
This course is designed to be an introduction to human biology and also to prepare the general student for work in Somatic Psychology and other advanced subjects. It will cover the basic concepts of general physiology (homeostasis, feedback systems, chemistry, and fluid balance) and go on to introduce the major systems of the body (nervous, cardiovascular, respiratory, endocrine, and immune). A Bachelor's Degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.

**PSYS 537**
Dance/Movement Therapy Seminar - variable credit
M.A. only.

**PSYS 547**
Contemporary Issues/Somatic Psychology - variable credit
M.A. only.

**PSYS 557**
Somatic Dance - 2 cr
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. M.A. only.

**PSYS 577**
Developmental Issues/Somatic Psychology - variable credit
M.A. only.

**PSYS 600e**
Theories and Techniques of Play Therapy - 2 cr
This course covers the history and development of play therapy, and a survey of play therapy theories and practices. Students will learn the breadth of the field and the major clinical and social issues concerning the treatment of children and families.

**PSYS 605**
Authentic Movement - 2 cr
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 class time to explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of a healing relationship. The primary text is taken from articles written by Mary Whitehouse, Janet Adler, and other founders of authentic movement. M.A. only.

**PSYS 606**
Somatic Counseling Skills I - 2 cr
Using direct experiences to develop basic counseling skills, this class will introduce the 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, diversity issues, energetic charge, and therapeutic transference/counter-transference. 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. M.A. only.

**PSYS 607**
Clinical Process: Somatic Psychopathology - 3 cr
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 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. M.A. only.

**PSYS 610**
Developmental Issues in Play Therapy - 2 cr
This course will emphasize clinical skill building using such resources as sand tray, various creative arts, Jungian typology, dream work, and physical statement. Students will learn play therapy techniques as they apply to different populations and clinical needs.

**PSYS 616**
Foundations of Dance/Movement Therapy - 3 cr
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 Ely, and 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. M.A. only.

**PSYS 617**
Group Process I - non-credit
This two-year course is designed to provide students with an opportunity to learn experientially about group dynamics and leadership. Time is set aside for personality exploration, integration, and group relationship. This class is a clearinghouse for questions, conflicts, and problems solving around working with groups. Some didactic teaching is also included. Somatic Psychology students only. M.A. only.

**PSYS 619**
Somatic Psychology: Current Topics - 1 cr
This class is an opportunity for students to experience and learn about many different styles and practical applications of body-centered therapy. The focus of this course will be 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. M.A. only.

**PSYS 620**

Body-Centered Play Therapy - 2 cr

Using the principles of sensory awareness, sensory integration, and various models of somatic psychology, this course will weave together children's physical, developmental needs such as coordinated and expressive movement with play therapy practices. Particular attention will be paid to sensory processing difficulties, as well as ADD and ADHD children.

**PSYS 621**

Observation and Assessment: Body-mind Perspectives - 3 cr

This course focuses on how the mind is expressed through the body. Approaching the subject both experientially and intellectually, this study includes the skill of seeing the body descriptively in stillness and in motion, and working to assist clients in finding mindful meaning in their physical presence. Students will investigate commonalities in body-centered diagnosis forms, and learn to work with blending the client's inner wisdom about body states with existing ideas about psychological meaning in the body. M.A. only.

**PSYS 626**

Foundations of Body Psychotherapy - 3 cr

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. M.A. only.

**PSYS 630**

Play Therapy and Family Systems - 2 cr

From assessment to termination, this course covers the systemic/relational uses of play therapy with children and their families. Several classic models of family systems work will be translated into play therapy practices, including filial play therapy, Jungian, and Object Relations.

**PSYS 637**

Appraisal and Intervention: Somatic Psychodynamics - 2 cr

Using the Aston System of Postural Analysis, and understanding of Object Relations theory, students will learn to appraise how ego structures such as self image, identity, object relations, and superego manifest in the body as patterns of alignment, proportion, and strategies for balance. Methods will be explored for gathering information to clarify the relationship between observed physical patterns and clients' inner physical and psychological experience, as the basis for developing a treatment plan. Concepts from the movement education system, Aston Patterning, and the Diamond Approach to spiritual realization, are applied to treatment strategies. M.A. only.

**PSYS 646**

Psychology of Meditation I - 1 cr

During this course students begin to explore the relationship between meditation and working with others psychotherapeutically. The first person one ever works with is oneself. This is the ground of healing, growth, and the dance with life. The practice of mindful-awareness kindles this ground with openness, curiosity, gentleness, and non-judgment. It allows any moment of living experience to be touched, embraced, and learned from. Through practice, intrinsic sanity arises and the first realization that mind exists—and then that it does not. Students will look at the relationship between sanity, neurosis, space, and energy. M.A. only.

**PSYS 647**

Relationship, Sexuality, and Couples Therapy - 2 cr

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 tension, 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. M.A. only.

**PSYS 649**

Psychology of Meditation II - 1 cr

This course is a continuation of PSYS 647 Psychology of Meditation I.

**PSYS 652**

Essential Dance Therapy - 1 cr

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. M.A. only.

**PSYS 656**

Somatic Counseling Skills II - 2 cr

A continuation of the forms and practices that were begun in PSYS 606. Culminating in an oral examination where students demonstrate and discuss counseling skills. Somatic Psychology students only. M.A. only.

**PSYS 657**

Theories of Somatic Psychology - 3 cr

This course explores the scientific bases for somatic psychotherapies. It begins with learning basic biopsychology and neuro-psychology and applies these to sensorimotor processing, consciousness, evolution, learning, memory, body image, and non-verbal communication. Looking at this material through the lens of various culturally diverse viewpoints, possible clinical applications will be discussed.

**PSYS 657e**

Theories of Somatic Psychology - 3 cr

See course description for PSYS 657. Prerequisites: 1. B.A. degree; 2. Good understanding of basic psychological theory especially as relates 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,
PSYS 659  
**Integrative Body Psychotherapy - 2 cr**  
In this course, students will explore Integrative Body Psychotherapy (IBP) while building their somatic counseling skills. IBP draws from Family Systems, Object Relations, boundary work, Gestalt therapy and Neo-Reichian breathwork. The emphasis will be on somatic exercises, reading and discussion as well as student role-plays.

PSYS 667  
**Group Process III - non-credit**  
This course is a continuation of PSYS 517. Somatic Psychology students only. M.A. only.

PSYS 676  
**Dreamwork in Somatic Psychotherapy - 2 cr**  
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. M.A. only.

PSYS 682  
**Life-Span Development: Somatic Perspectives - 3 cr**  
This course provides an overview of the major theories of psychological development across the lifespan. Information from a broad range of perspectives will be covered including: biological, psychoanalytic/developmental, 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. M.A. only.

PSYS 683  
**Group Movement Therapy Skills - 3 cr**  
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, Schmida, and others will be studied. Somatic Psychology students only. M.A. only.

PSYS 685  
**Group Skills in Body Psychotherapy - 2 cr**  
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. M.A. only.

PSYS 687  
**Clinical Orientation - 2 cr**  
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 the 100-hour fieldwork requirement. Somatic Psychology students only. M.A. only.

PSYS 699  
**Independent Study - 1-3 cr**  
M.A. only.

PSYS 700  
**Research and Statistics - 2 cr**  
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. M.A. only.

PSYS 702  
**Somatic Developmental Psychotherapy: Advanced - 2 cr**  
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. M.A. only.

PSYS 705  
**Marriage and Family Sandplay Therapy - 2 cr**  
This course combines group supervision (30 hours) that uses a case study format, with individual supervision (5 hours) that uses video and one-way mirror observations to provide students with assistance in refining clinical skills in play therapy practice. Legal and ethical guidelines for play therapy practice will also be covered.

PSYS 706  
**Creative Arts Therapies - 2 cr**  
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. M.A. only.
PSYS 707
Multicultural and Diversity Issues - 2 cr
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. M.A. only.

PSYS 716
Family Systems Skills - 2 cr
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. Students will learn skills for working with diverse family systems and work experientially with genograms. Somatic Psychology students only. M.A. only.

PSYS 717
Group Process II - non-credit
This course is a continuation of PSYS 617. Somatic Psychology students only. M.A. only.

PSYS 722
Trauma in the Body - 2 cr
The effects of unresolved trauma impact both psychological well-being and physiological systems. Traumatic events call forth a particular set of responses from the subcortical levels of the brain, and often evoke a profound dissociation, which can have long-term debilitating repercussions. Through videotaped sessions with traumatized clients, lecture, discussion, handouts, and short exercises, students will learn somatic psychotherapeutic skills for working with the physiological and psychological effects of trauma. M.A. only.

PSYS 726
Movement Observation and Assessment - 3 cr
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 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. 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. M.A. only.

PSYS 736
Methods of Psychotherapy - 2 cr
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. Applications of these various theories will be discussed in relation to diversity issues. M.A. only.

PSYS 737
Ecotherapy—Earth/Body Universal Mind - 2 cr
This course examines the emerging fields of Ecompsychology using Ted Roszak's The Voice of the Earth as the primary text in an exploration of the ways in which human connectedness, or disconnection 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. M.A. only.

PSYS 747
Somatic Sexual Counseling - 1 cr
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 statement. 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. M.A. only.

PSYS 756
Dying and Being Born: The Beginning and End of Life Cycle Development - 2 cr
In this course students explore two life cycle areas that are rarely addressed in movement therapy. First, students will examine the effects of pre- and peri-natal 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 role in psychotherapeutic practice is explored. Specific techniques and interventions that address these processes are taught. Somatic psychology students only. M.A. only.
PSYS 826
Dance Therapy Internship Seminar IA - 2 cr
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. M.A. only.

PSYS 856
Professional Preparedness - 2 cr
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 resumes, and do mock interviews to assist them with graduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisites: PSYS 876 Clinical Orientation. Somatic Psychology students only. M.A. only.

PSYS 876
Body Psychotherapy Internship Seminar II B - 2 cr
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. M.A. only.

PSYS 877
Extended Internship Placement - 0.5 cr
The purpose of this course is to provide continued support and clinical mentorship for students who have not completed their required clinical internship placement(s) during the sequence of Internship Placement I and Internship Placement II. This course is thus required for any student who has completed internship Placement I and II and who still remains in a clinical internship placement. M.A. only.

PSYS 881
Extended Thesis - 0.5 cr
This course is required for all Somatic Psychology Department students who have finished five semesters of coursework and who have yet to finish their theses. This class is to be taken during the fifth semester of study, and subsequent semesters, until the thesis is completed. Note: This class also enables the student to defer repayment of their financial aid loans. Somatic Psychology students only. M.A. only.

TRANSPERSONAL COUNSELING PSYCHOLOGY (PSYT)
Courses in this discipline are offered by the M.A. Transpersonal Counseling Psychology Department.
PSYT 500
Jung and the Gnostic World View - 1 cr
This class looks at 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 throughout the last 2000 years. In the last 50 years many of the original writings were discovered in Egypt, and Jung was given some of the original codices, becoming excited by the writings of people who described in symbolic language their view of the psyche. M.A. and B.A. upper division only.

PSYT 509
Negotiating and Resolving Conflict II: Use in Professional Practice - 1 cr
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 negotiator/mediator/facilitator. Topics include interest based negotiating, power dynamics, working with institutions, organizations, and groups to reach creative solutions. M.A. and B.A. upper division only.

PSYT 514
The Diamond Approach: Fulfilling Human Potential - 1 cr
Described and taught by Hammed Ali (A. H. Almaas), the Diamond Approach is an original and thorough synthesis of psychological and spiritual wisdom. Using lectures, discussion, and individual practices, this course introduces the central concepts and practices of the Diamond Approach. M.A. and B.A. upper division only.

PSYT 515
Process Painting and Meditation - 1 cr
"To paint is to love again"—Henry Miller. We are all natural artists. The painting experience when done in a safe, non-intimidating, contemplative environment is deeply rewarding and meaningful. This workshop explores the parallels between meditation and the painting experience. We will engage in the artful practice of listening, yielding, and being witness to creation. We learn to be gentle with ourselves, paying attention to our body and heart; learning to trust, to touch and respond through intimate partnership with the images, colors, shapes, and space arising before us. M.A. and B.A. upper division only.

PSYT 520
Psychology of Wilderness Experience - 3 cr
Ecopsychology, transpersonal psychology, and wilderness rites of passage provide the foundations for this course; a week in a natural setting provides its focus. Group process, experiential activities, ceremony, ritual, and a period of solitude (with the option of fasting), help us open to the transformative power of nature. Participants should be in good physical shape. By application and permission of instructor. $300 lab fee in addition to regular tuition and fees does not include camping equipment, transportation, or food. M.A. and B.A. upper division with permission of advisor. Permission of instructor required for all students. M.A. and B.A. upper division only.

PSYT 521
Touching the Moment: Mindfulness Retreat - 2 cr
Mindfulness meditation—the art of "coming home to ourselves"—is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginning as well as experienced meditators, includes "shamatha" sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating, and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussion are included. Prerequisite: PSYT 621; REL 600; or permission of instructor.

PSYT 522
Jung & Gender - 1 cr
Jung's ideas on how the archetypes of masculine and feminine energy act over the life span, have probably been as controversial as any of his concepts. Students will look at ideas of the anima and animus and at the contributions now made by psychologists studying communication and adult development who are seeing similar patterns. Jung believed that all archetypes have a biological or instinctive level of statement: what some neurologists and evolutionary psychologists are researching seems to be out this idea in the realm of gender. M.A. and B.A. upper division only.

PSYT 525
Music Therapy Institute - 1 cr
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. Prerequisite: Permission of department. M.A. and B.A. upper division only.

PSYT 530
Journey to the Source - 2 cr
Canoeing is one of North America's rare contemplative sports. Students will have the opportunity on this seven-day river course to create an engaged community of self, other, and the natural world. Drawing from meditation, yoga, group process, ecopsychology, and poetry,
students will practice awareness focused on the "body of the earth," of which they are an integral part. This wisdom of Lao-tzu and other contemplative masters are shared to spark our conversations and reflections. Attention to skill, cooperation, safety, and the dynamics of the river guides the canoe instruction. No experience is necessary. M.A. and B.A. upper division only.

PSYT 532
Storytelling and Mythology/ Jung - 1 cr
Mythological themes occur universally in the human experience, and Jung discerned that these themes have psychological significance. Because of this, Jungian and transpersonal theories, especially dream theory, require an understanding of myths and their symbol systems. Attention is directed to the fairy tale as an aspect of Jungian study. Prerequisite: PSY 330 or PSY 602. M.A. and B.A. upper division only.

PSYT 534
Basic Counseling Skills - 3 cr
This class creates a foundation for working with a wide range of people. Some topics to be covered include listening skills, giving and receiving feedback, working with difference, conflict resolution, and focusing. Teachers, parents, administrators, environmentalists, child-care workers, and students of many disciplines have effectively taken their learning from this class back into their work and personal lives. M.A. and B.A. upper division only.

PSYT 543
Human Sexuality: From Birth to Therapy - 2 cr
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. M.A. and B.A. upper division only.

PSYT 544
Maitri Space Awareness and Art - 2 cr
This course is an introduction to the principles and practice of Maitri Space Awareness. Maitri Space Awareness rests upon an ancient wisdom tradition that appreciates the world in terms of five archetypal energetic principles. 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 color responsiveness to others and the environment. Students examine how they manifest in ways that constrict experience, thus limiting perceptions, and appreciate them as expressions of an inherent wakefulness that promotes openness, connectedness, authenticity, and kindness. M.A. and B.A. upper division only.

PSYT 551
Ecopsychology - 2 cr
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. Ecopsychology is the exploration and reclamation of the intrinsic knowing that we live in an interdependent world within which life flows in an ongoing dance of balance and exchange. This class will be conducted as an integration of experiential and conceptual learning, including at least one full day of "field work." We will study metaphor and mirroring, cosmology, ecotherapy, natural cycles, rites of passage, ceremony, and ritual. M.A. and B.A. upper division only.

PSY 551e
Ecopsychology - 3 cr
See course description for PSY 551. Prerequisites: permission of the instructor is required. Graduate and undergraduate applicants to this course should submit a brief writing sample explaining why they would like to take this class and what they hope to expect to learn. Both B.A. and M.A.

PSYT 561
Biblical and Essene Archetypes - 1 cr
This class looks at stories and myths from the Old Testament and Essene texts as descriptions of archetypal patterns in the psyche. These stories have impacted people for thousands of years, yet today some appear to be staunchly "patriarchal," and therefore suspect. Yet powerful and relevant images of sacrifices, heroic journeys, sibling rivalry, betrayals and other motifs abound. Students will try to examine the stories, remove their "patriarchal persona," to find the ageless patterns of the psyche's journey, as well as to see the holographic way the individual development is repeated in cultural development. M.A. and B.A. upper division only.
PSYT 562
Gold in the Shadow - 1 cr
Jung defined the shadow as the part of the psyche that contains the "negative side of the personality, the sum of all those unpleasant qualities we like to hide, together with the insufficiently developed functions and contents of the personal unconscious." Students will explore ways of accessing shadow material to increase consciousness, develop creativity, and further individualization—to mine for the gold in the personal. M.A. and B.A. upper division only.

PSYT 563
Jung, Dreams, and Creative Statement - 2 cr
The creative statement of dreams is a form of active imagination. Visions unfold as their impressions from the mind's eye are painted and sculpted. Carl Jung urged his clients to dialogue with the characters that came 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 utilize art materials, dramatic enactment, and quiet reflection in order to deepen understanding of themselves and bring forth inspiration, creativity, and change. Prerequisite: Introduction to Jungian Psychology or permission of the instructor. M.A. and B.A. upper division only.

PSYT 569
Art Therapy Perspectives - 2 cr
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. M.A. and B.A. seniors only.

PSYT 575
Taming the Wild Horse - 2 cr
Learning to work with emotions can be challenging, even for experienced meditators. This five-day residential group retreat is designed to strengthen meditative tools for understanding and healing emotional struggle. Especially applicable for people working in the helping professions who wish to deepen compassion for self and others, the retreat includes "sitting and taking" meditation ("tonglen"); mindfulness-awareness sitting practice ("shamatha"); contemplative interactive exercises; periods of silence; mindful eating practice; and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussions, are included. Prerequisite: Prior meditation retreat experience or permission of instructor.

PSYT 582
Transpersonal Counseling Psychology Conference - 1 cr
meditation and ritual, and application of topics from the online courses. These courses are built around Naropa’s annual Summer Transpersonal Psychology conference. MATP students meet before the conference for 3 1/2 days, attend the conference for 2 1/2 days, and meet again for one day. Students will be expected to prepare for the course prior to attending and to complete a written assignment after the course.

**PSYT 609**
Wilderness Therapy: Introductory Intensive - 2 cr
Students will be exposed to an integrative format of learning that is the hallmark of the experiential outdoor classroom. The distinct areas of learning that define the field of wilderness therapy in the Transpersonal Counseling Psychology program are introduced in this course. The transpersonal perspective of ecopsychology is introduced experientially and integrated with reading and discussion. The counseling relationship, group dynamics, wilderness therapy interventions, ecological principles, and natural history are introduced through exercises that emphasize principles of the contemplative approach, gestalt awareness, and community building. Students and teachers assess outdoor skills. M.A. only.

**PSYT 610**
Human Development - 3 cr
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. M.A. only.

**PSYT 610e**
Human Development - 3 cr
This course fulfills one of the core requirements in the M.A. 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. M.A. only.

**PSYT 611**
Counseling Relationship I: Techniques and Practice - 3 cr
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 videotaping. Prerequisite: Admission to the Transpersonal Counseling Psychology Program (required first-year course). M.A. only.

**PSYT 612**
Counseling Relationship II/Wilderness Therapy: Techniques and Practice - 3 cr
The focus of learning in this class is on building effective communication skills as they apply to the counseling relationship in Wilderness Therapy. Topics include: presence, empathy, active listening, non-verbal communication, diversity and boundaries. The emphasis of group work in wilderness therapy is addressed alongside one-to-one counseling. Attention is given to enhancing communication with the natural world as well as the methods for establishing this relationship. However, the primary focus of this course is on verbal counseling skills. M.A. only.

**PSYT 620**
Authentic Movement / Transpersonal - 2 cr
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides 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 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. Authentic Movement provides a model for life lived in authentic relationship to self, others, and community. M.A. only.

**PSYT 621**
Psychology of Meditation I: Mindfulness Training - 3 cr
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 mindfulness within daily life situations are explored. Group practice sessions, lectures, discussions, and individual meditation instruction are provided. M.A. only.

**PSYT 624**
Art Therapy Studio: Process and Materials - 2 cr
Contemplative practice is carefully integrated with the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing, and sculpture projects. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one's identity as an artist, the purpose of the therapeutic community, and contemplative models for practicing art therapy. Prerequisite: PSYT 604, Art Therapy Skills I: Foundation and PSYT 634, History and Theory of Art Therapy. M.A. only.

**PSYT 625**
Music Therapy: History, Theory, and Practice - 3 cr
Various definitions, theoretical, and historical foundations of music therapy will be introduced through reading and class discussion. Applications of music therapy will be explored through experiential exercises. Classes will begin with a group improvisation, which will
enhance each student’s awareness of his/her own relationship to music making and his/her relationship with others through music. Students will also observe professional music therapists working in the Boulder/Denver area. M.A. only.

PSYT 630
Level I Training in GiM: Bonny Method of Guided Imagery and Music - 3 cr
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 personal 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. M.A. only.

PSYT 634
History and Theory of Art Therapy - 2 cr
Students will explore various historical and theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of art therapy will be highlighted (depth psychology, humanistic, cognitive/behavioral) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity, and strategies to employ when working at artwork and when establishing a therapeutic relationship through art. Prerequisite: Admission to the Art Therapy Program. M.A. only.

PSYT 642
Holotropic Breathwork - 1 cr
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. M.A. only.

PSYT 650
Guitar and Keyboard: Basic Skills - 1 cr
This course prepares students for the Music Skills course—it does not count toward the 61-credit masters degree, as it is remedial in nature. The audition, which is part of the admissions process, will determine whether a student will be required to take this course.

PSYT 651
Gestalt II: Experiment - 3 cr
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-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: PSYT 601, Gestalt I. M.A. only.

PSYT 654
Art Therapy Skills II: Transpersonal - 2 cr
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. M.A. only.

PSYT 660
Clinical Assessment - 3 cr
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: PSYT 611, 661.

PSYT 661
Counseling Relationship II: Lifestyles and Career - 3 cr
During the second semester of this class, students will deepen their practice and understanding of effective counseling skills by doing a six-week practicum with another student. The class will also cover the following topics: transference, projection, resistance, lifestyles, diversity, suicide, beginning, middle, and end phases of therapy, and beginning and ending the session. If this class is not successfully completed, both Counseling Relationship I and II must be retaken together. Prerequisite: PSYT 611, Counseling Relationship I: Techniques & Practice. M.A. only.

PSYT 662
Counseling Relationship II: Wilderness Therapy: Lifestyles and Careers - 3 cr
This class is a continuation of PSYT 611. 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, and beginning, middle, and end phases of therapy. Particular attention is given to these topics as they relate to working in outdoor settings and in groups. M.A. only.

PSYT 670
Transpersonal Psychology - 3 cr
This course introduces and examines the central concepts, language, theories, practices, applications, and orientation of Transpersonal Psychology. In addition to surveying the history and current issues of Transpersonal Psychology, it seeks to provide the student with the means to examine new developments in the field. Prerequisite: Admission to the Transpersonal Counseling Psychology (M.A.) Program or permission of instructor. M.A. only.

PSYT 670e
Transpersonal Psychology I: Background and Central Concepts - 3 cr
This course covers the theoretical,
historical, and intellectual basis of transpersonal psychology. The first course explores the foundations and central concepts of this field.

**PSYT 671**

Psychology of Meditation II: Applications to Counseling - 2 cr
This course builds on the foundation provided by PSYT 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: PSYT 621, Psychology of Meditation I and PSYT 720, Meditation Practicum I. M.A. only.

**PSYT 671e**

Transpersonal Psychology II: Theorists and Applications - 3 cr
This course serves as a continuation to Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisite: PSYT 670e or an equivalent introduction to transpersonal psychology. M.A. only.

**PSYT 677e**

Transpersonal Service Learning - 3 cr
This course requires students to apply and deepen their learning through service. With guidance from program faculty, students arrange a service learning project in an area of their choice. Course lectures, reading, and discussion support this learning by examining the nature of transpersonal approaches to service and by providing a forum for interaction and support among students and faculty.

**PSYT 680**

Group Dynamics & Leadership - 3 cr
This course includes basic concepts and theories about groups, including development, dynamics, mechanics, problems, and styles and tasks of leadership. Class consists of lectures and experiential processes. Prerequisite: PSYT 611, 661, Counseling Relationship I & II; PSYT 610, Human Development; and PSYT 670, Transpersonal Psychology. M.A. only.

**PSYT 681**

Gestalt Community Intensive - 2 cr
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. M.A. only.

**PSYT 700**

Research & Statistics - 2 cr
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, rigorous 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. M.A. only.

**PSYT 702**

Jungian Dreamwork - 2 cr
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 use of dreams in the individuation process. M.A. only.

**PSYT 704**

Art Therapy Skills III: Group Dynamics - 3 cr
This course integrates the principles of group psychotherapy and group art psychotherapy with different populations. Included in the course will be basic concepts and theories about group dynamics including development, mechanics, problems, and styles and tasks of leadership. Class consists of lecture, writing, and experiential processes. Note: $20.00 lab fee. Prerequisite: PSYT 654. M.A. only.

**PSYT 705**

Music Therapy Practicum I - 2 cr
This course 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 parent plans and progress notes. Prerequisite: Permission of department. M.A. only.

**PSYT 710**

Family Systems - 3 cr
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. M.A. only.

**PSYT 711**

Transforming Addictions - 2 cr
This course explores the physical, mental, emotional, and spiritual nature of alcohol and drug dependency and other addictive behaviors. Assessment, therapeutic techniques, intervention, and inpatient and outpatient 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 relationship 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. M.A. only.
PSYT 712
Advanced Group Leadership Skills - 2 cr
Through this class students receive practical experience co-leading a support group. Contact with the instructor includes a tape review of group sessions and discussion of advanced group leadership skills. Students apply for this course and are accepted based on recommendations and perceived readiness to lead a group.
Prerequisites: Counseling Relationships I & II and Group Dynamics. Clinical Assessment is recommended. M.A. only.

PSYT 714
Multicultural Issues in Therapy - 1 cr
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. M.A. only.

PSYT 715
Music Skills - 2 cr
Musical foundation skills will be explored with an emphasis on their application to the clinical setting. Students will have the opportunity to work on guitar, keyboard, and vocal skills required for passing the music proficiency. Prerequisite: Ability to play an open position guitar chord, 1-4-5-3 in both keys of C, G, D, and E and completion of music theory quiz. M.A. only.

PSYT 717
Art Therapy Studio Observation - 1 cr
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. M.A. only.

PSYT 720
Meditation Practicum I: Cultivating Awareness - 1 cr
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 mindful awareness to creativity, healing, and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSYT 621, Psychology of Meditation I. M.A. only.

PSYT 723
Trauma, Disassociation & Gestalt: Working with Abused Children from a Gestalt Perspective - 1 cr
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.) M.A. only.

PSYT 730
Incest & Sexual Abuse - 1 cr
This class is an introductory class on working with clients that have the experience of sexual abuse or incest in their history. We will look at the definition, assessment, history, causes, effects, and treatment of sexual abuse and incest. The students will explore their own process, the process of the client and the process of healing in this area from both a personal and systemic perspective. M.A. only.

PSYT 732
Clinical Improvisation/Music Therapy - 2 cr
This course focuses on using clinical improvisation as a therapeutic tool. Philosophies and techniques of clinical improvisation are studied through a combination of lecture, workshop, peer supervision, and class presentations. Students will develop their understanding of how music is used as an agent of change and a diagnostic tool in clinical work. Case studies from practicum sites are 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. M.A. only.

PSYT 733
Introduction to Clinical Hypnosis - 1 cr
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 using hypnotic inductions and integrating this clinical skill into the practice of psychotherapy. M.A. only.

PSYT 734
Child and Adolescent Development and Art Therapy - 3 cr
This course examines the cognitive, emotional, moral, and artistic development of youth from birth to 18. Students will develop clinical skills through classroom, art experiential, 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. M.A. only.

PSYT 735
Music Therapy Practicum II - 2 cr
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 to a community agency with a special population. Music therapy supervision will be provided by the instructor of the class. Students will develop skill in writing assessments, formulating treatment goals, and writing session plans and progress notes. Prerequisite: Permission of the department. M.A. only.

PSYT 745
Gestalt Dreamwork - 1 cr
Fritz Perls heralded the dream as “the most spontaneous of our creations.” Each character, object, and landscape is an as-yet unknown 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. M.A. only.

**PSY754**
Art Therapy Skills IV: Adult Special Populations - 3 cr
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 crises. Prerequisite: PSY724. M.A. only.

**PSY761**
Advanced Gestalt Theory: Connections with Other Approaches - 2 cr
This course approaches Gestalt theory from the perspective of its roots in connection with four other approaches: body oriented psychotherapy, psychosynthesis, 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. M.A. only.

**PSY763**
Gestalt Therapy and Breathwork - 1 cr
Inhalation and exhalation, expansion and contraction emulate the movement of all life. In Gestalt theory, we utilize breath in awareness, and in deepening the experiment. This class will explore Gestalt theory and the use of breath in dealing with resistance, bringing about emotional presence, sustaining life's vitality, energizing, and bringing about calmness. M.A. only.

**PSY764**
Art Therapy Clinical Observation - 1 cr
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. M.A. only.

**PSY770**
Meditation Practicum II: Developing Compassion - 1 cr
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: PSY721, Psychology of Meditation I and PSY720, Meditation Practicum I. M.A. only.

**PSY772**
Hakomi - 2 cr
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. M.A. only.

**PSY775**
Music Therapy: Special Populations - 3 cr
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, diagnosis, and treatment with music therapy. The course includes lectures, discussions, and an opportunity to talk to and make music with some individuals in special populations. Prerequisite: PSY765, Music Therapy: History, Theory, and Practice. M.A. only.

**PSY780**
Therapy with Children & Adolescents - 2 cr
This course focuses on essentials of therapy with children, adolescents, and the family system in which they live. Diagnostic treatment techniques that pertain directly to working with children will be covered. Students will look at children from a developmental perspective, tying developmental issues to emotional issues for the involved children and their "parents." Students explore and practice treatment techniques: where, how, and why they can be used. The class examines issues such as: learning disabilities, adoption, suicide, guardianship, ADD and ADHD, child abuse, reporting issues, and related issues. Prerequisite: PSY 630, Child Development or PSY 610, Human Development. M.A. only.

**PSY782**
Approaches to Couples Counseling - 1 cr
This course presents theories, frameworks, and strategies for working with couples and includes both didactic information and experiential exercises. Imago Relationship Therapy (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: PSY 611 & 661. M.A. only.
PSYT 789
Advanced Research Methods - 1 cr
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 Research and Statistics (PSYT 700), 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. M.A. only.

PSYT 791
Advanced Child & Adolescent Therapy - 1 cr
An advanced course for working with children, adolescents, and their families, this class 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 500, Child Development and PSYT 780, Therapy with Children & Adolescents. M.A. only.

PSYT 800
Field Placement I - 3 cr
The student works a total of 700 hours in community agency settings.

PSYT 804
Field Placement I: Art Therapy - 3 cr
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. M.A. only.

PSYT 805
Field Placement I: Music Therapy - 3 cr
Students will work as music therapy interns in an approved internship site. Interns will be supervised by an on-site supervisor and will receive support and feedback from the Naropa Music Therapy Internship Coordinator. The internship will follow AMTA guidelines and will include direct client contact, team meetings, treatment planning and documentation, in-service training, and clinical supervision. Students must be concurrently enrolled in PSYT 801. Prerequisite: Permission of department. M.A. only.

PSYT 810
Professional Seminar & Ethics I - 2.5 cr
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 internships such as ethics, therapeutic technique and style, transference and countertransference, professional issues regarding the organization and management 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. M.A. only.

PSYT 814
Professional Seminar & Ethics I: Art Therapy - 3 cr
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 (5-8 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. M.A. only.

PSYT 815
Professional Seminar & Ethics I: Music Therapy - 2.5 cr
This course provides a supportive and instructional forum for students enrolled in Music Therapy Field Placement I. Issues relating to professional music therapy practice will be discussed. Topics covered will include ethics, licensure, therapeutic style and technique, and the function of the music therapist in various health care settings. Students will discuss these issues as they relate to their specific field placement sites. Students will also spend time developing self-awareness through engaging in musical experiences and will work with expressive improvisation to explore intrapsychic and interpersonal responses to music. Prerequisite: Permission of department. M.A. only.

PSYT 824
Internship Studio Methods I - 0.5 cr
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. M.A. only.

PSYT 830
Master's Paper Seminar I - 0.5 cr
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. M.A. only.

PSYT 839e
Master's Paper Seminar
In this course, students apply and deepen their learning through completion of a major written paper on a topic of their choice. This master's-level paper should provide a literature review, exploration and application of transpersonal psychology, and evidence of critical and creative thinking. The paper should also include self-reflection on the
student's learning during the course and the program. Students work with a faculty member, a second reader, and classmates.

**PSYT 840**
Transpersonal Assessment Skills - 2 cr
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, Astrology, Myers-Briggs Analysis, and Chakra Systems will be included among others. Prerequisite: PSYT 611, 661, Counseling Relationship I, II, M.A. only.

**PSYT 844**
Internship Studio Methods II - .5 cr
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 transparency and countertransference, parallel process, projective identification, ethics, and professional role identity. M.A. only.

**PSYT 850**
Field Placement II - 3 cr
This course is a continuation of PSYT 800.

**PSYT 854**
Field Placement II: Art Therapy - 3 cr
This course is a continuation of PSYT 804.

**PSYT 855**
Field Placement II: Music Therapy - 3 cr
Continuation of PSYT 805. Students must be concurrently enrolled in PSYT 856. Prerequisite: Permission of department.

**PSYT 860**
Professional Seminar & Ethics II - 2.5 cr
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, M.A. only.

**PSYT 864**
Professional Seminar & Ethics II: Art Therapy - 3 cr
This weekly seminar, led by a registered art therapist, will cover professional issues related to: assessment, treatment planning, documentation, clarification and application of theoretical orientation, transference and countertransference, and various legal and ethical topics. Throughout the semester students will present case material, eventually formulating a coherent case study to be presented at the departmental orals. If one fails to successfully complete this class, both Professional Seminar I and II must be retaken together. Prerequisite: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses. M.A. only.

**PSYT 865**
Professional Seminar & Ethics II: Music Therapy - 2.5 cr
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 also work with expressive improvisation and ensemble playing to explore intrapsycho and interpersonal responses to music. If this class is not successfully completed, both Professional Seminar I and II must be retaken together. Prerequisite: Permission of the department. M.A. only.

**PSYT 878**
Thesis I - 1 cr
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 I. A proposal applying for the Thesis I option is due in the summer prior to the start of fall classes. M.A. only.

**PSYT 879**
Thesis II - 1 cr
This is a continuation of PSYT 878, Thesis I.

**PSYT 879**
Thesis Comm. Chairs TBA

**PSYT 880**
Master's Paper Seminar II - .5 cr
This course is a continuation of PSYT 830, Master's Paper Seminar I.

**PSYT 881**
Extended Master's Paper - .5 cr
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. M.A. only.

**PSYT 891**
Family Systems Theory - 2 cr
This is an advanced course designed to move students into an expanded understanding of family dynamics and issues, as well as helping them to develop clinical skills in working with families and couples. The course will assist students in appreciating their strengths and challenges as a family/marriage clinician, and increase their awareness of, and grounding in their unique therapeutic style.

**RELIGION (REL)**
Courses in this discipline are offered by the Religious Studies Department.

**REL 305**
Religion in Human Experience - 3 cr
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 statement of oneself and others. Grading criteria include mid-term and final exams, one oral and written report. B.A. only.
REL 320
Foundations of Buddhism - 3 cr
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. Grading criteria includes a final paper. B.A. only.

REL 340
Meditation Practicum I - 3 cr
During this course, students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shantarakshita-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, midterm, and final oral exams. B.A. only.

REL 350
Meditation Practicum II - 3 cr
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 (dhyana), and the exchange of self and other (tonglen). The course includes midterm and final oral exams. B.A. only.

REL 400
Zen Meditation Practicum - 3 cr
This course is an introduction to sitting meditation practice from the various Zen Buddhist traditions. There will be weekly talks, reading assignments as well as group discussions. An important part of this class will be two private meetings (dokusan) with the instructor, which will allow individual advising and guidance for the student’s reading and practice interests. The course requirements include daily sitting meditation practice, attendance, participation in weekly discussions, and a final paper. B.A. only.

REL 403
Spirituality and Creative Expression - 3 cr
This course introduces several of the sacred arts of Tibetan Buddhism as adapted to the North American context by Chogyam Trungpa, Rinpoch. Special emphasis will be placed on the "mandala principle" as manifested in Maithri space awareness practice. 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. Grading criteria include reflection papers and student projects. B.A. only.

REL 415
Mahayana Buddhism: The Path of Compassion - 3 cr
Mahayana Buddhism presents an ideal of the spiritual path that is grounded in love for all beings. This course examines the basic teachings and practices of the Mahayana path including the notion of emptiness, its inseparability with compassion, the bodhisattva vow, the cultivation of the awakened heart, and the six paramitas or transcendent actions in the benefit of others. Readings will be taken from the literature of both sutra (Buddha’s word) and sastra (commentaries), and will also include writings of contemporary teachers. Grading criteria include midterm exam, final exam, and weekly writing assignments. B.A. only.

REL 425
Buddhism In America - 3 cr
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. Grading criteria includes short writing assignments, final exam, and term paper. B.A. only.

REL 427
Living Lineage Masters: Chinese and Japanese Buddhist Masters - 3 cr
This course will introduce major figures in Chinese and Japanese Buddhism, especially in the Zen tradition. There will be a focus on the last 100 years’ transmission of teachings by ancient Buddhist masters coming from China to Japan and finally to the West. The following questions will be discussed in depth: What is the meaning of lineage holder? What is meant by the statement “qualified teacher”? What is the importance of the continuity of a living transmission of dharma? What can we do now to continue the living lineage of Zen? There will be sitting meditation and kinhin practice every class. B.A. only.

REL 434
Tibetan Buddhism - 3 cr
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 (Nyingma 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. Grading criteria include both midterm and final exams. B.A. only.

REL 479
Senior Project I - 1.5 cr
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. Grading criteria include response papers and a presentation of the student’s final project topic. B.A. only.

REL 489
Senior Project II - 1.5 cr
A continuing course for graduating seniors in which the student
concentrates on the Naropa journey in its personal dimension and refines a final paper that expresses that journey. Grading focuses on student final projects. B.A. only.

REL 499
Independent Study - 1-3 cr
B.A. only.

REL 500e
Meditation Practicum I - 3 cr
This course introduces students to the sitting practice and psychology of meditation drawing from both the Shambhala and Buddhist traditions. In these traditions, sitting meditation is the most direct means of training in mindfulness-awareness, and it is a core practice in transpersonal psychology. There will be a separate online discussion section for students in the MAAT program to facilitate integration of sitting meditation practice with other aspects of the program.

REL 501W
Theravada Vipassana Weekend - 1 cr
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, "vipassana," from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of "noisy silence." Both B.A. and M.A.

REL 503
Tibetan I - 4 cr
This class develops a foundation in 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. 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. Both B.A. and M.A.

REL 503e
Tibetan I - 4 cr
Laying the foundation for developing proficiency in the Tibetan language, the class will eventually give access to the full treasure of the profound and vast wisdom literature of Buddhism. Students will learn 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 Sambhota Tibetan program, and at least one Tibetan-English dictionary, electronic or otherwise. Both B.A., and M.A. Available for either graduate or undergraduate credit.

REL 504e
The Breeze of Simplicity: Introduction to Tibetan Buddhist Meditation - 1 cr
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. This course will include lectures by Ringu Tulku Rinpoche explaining the view and practice of meditation, short meditations related to the lecture and meditation instruction from an experienced meditation student, both individually and in a group discussion. The online format will last 5 weeks, giving students a chance to make connections with practice while working with a meditation mentor.

REL 504W
The Breeze of Simplicity: Introduction to Tibetan Buddhism - 1 cr
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 B.A. and M.A.

REL 506
Meditation Practicum: Nepal - 1 cr
Offered by the Study Abroad Program in Nepal, this course in the practice of meditation is at the core of the program. Taught by instructors from Naropa University, the course introduces meditation in a practical way and establishes a daily practice routine. The instructors work individually with students experiencing the groundlessness of living in a foreign culture. Both B.A. and M.A.

REL 507
Sanskrit I - 4 cr
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 the 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). Both B.A. and M.A.

REL 508
Meditation Practicum: Bali - 1 cr
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program in Bali, this course in 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 B.A. and M.A.

REL 509
Religious & Philosophical Foundations of India: South India - 4 cr
Offered as part of the Study Abroad Program in South India, this course is a survey of the development of Indian philosophical and religious traditions. The aim of the course is to introduce students to key texts, and to provide a conceptual framework to assist students in understanding the diverse practices.

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and traditions they encounter in South India. Readings include the Bhagavad-Gita and selections from the Upanishads. Both B.A. and M.A.

REL 510e
Meditation Practicum II - 3 cr
This course serves as a continuation to Meditation Practicum I.

REL 511
Religion in Nepal - 3 cr
An introductory course, covering the three primary religious and spiritual traditions of the Kingdom of Nepal. Hinduism, Buddhism, and indigenous traditions take on unique features in the context of Nepalese culture. Taught by a visiting professor from Tribhuvan University in Kathmandu, the course will explore the development of these rich traditions, their interaction and influences on each other and on Nepalese society. Both B.A. and M.A.

REL 512
Engaged Buddhism
Training I - 3 cr
This course focuses on setting up students' service learning program for year one and on giving them the context and skills to maximize the benefit of their service learning experience. It involves a combination of regular on-campus classroom work and fieldwork, including on-site visits to various social agencies, nonprofits, NGOs, and other service action projects. It also includes several models for contemplative social action. One of the primary goals of this first semester training is to create a learning community among the students that will become the vehicle and context for their two year EBMA journey. Both B.A. and M.A.

REL 515e
Buddhism and Social Action - 3 cr
One of the core classes in the M.A. Engaged Buddhism program, 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 B.A. and M.A.

REL 516
Nepali Language I: Nepal - 2 cr
Offered by the Study Abroad Program and a core requirement for the program in Nepal, this introductory course provides students with conversational Nepalese language skills that will enhance their experience in Nepal. This course consists of a two-week intensive upon arrival, followed by weekly classes. Both B.A. and M.A.

REL 517
Contemplative Practices: Yoga and Meditation
South India - 1 cr
Offered as part of the Study Abroad Program in South India, this course is an introduction to yoga and meditation. In addition to group instruction, students meet individually with faculty to discuss the students' formal practice and ways to integrate meditation practice into the experience of daily life in South India. Both B.A. and M.A.

REL 518
Indonesian Language I: Bali - 1 cr
Offered by the Study Abroad Program and a core requirement for the program in Bali, this introductory course provides students with conversational Indonesian 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 B.A. and M.A.

REL 525
Contemplative Christianity - 3 cr
This course examines 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) creation-centered spirituality, as found in the biblical tradition and mediev"
REL 528
Sacred Sounds of Sanskrit: South India - 3 cr
Offered as part of the Study Abroad Program in South India. An introduction to the timeless spiritual language of India. Dimensions of "hearing the sacred" and "knowing the sacred through sound" will be explored. The course is a useful adjunct to the study of Hinduism. Both B.A. and M.A.

REL 529
World Wisdom: The Jewish Experience - 3 cr
How is Judaism experienced by its adherents? We will study the various cycles of Jewish life: the cycle of the day, the week, the year as well as the life cycle. While we will first focus on the more traditional forms we will also pay attention to what people in the various denominational and ethnic communities do and teach. We will compare these social and psychological aspects of Jewish experience to those of other traditions. Both B.A. and M.A.

REL 530
Contemplative Hinduism - 3 cr
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early tantra, and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra, and ritual. Both B.A. and M.A.

REL 531
Sacred Earth - 3 cr
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 to tradition 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. Both B.A. and M.A.

REL 532e
Buddhism: The Way of Wisdom and Compassion - 3 cr
Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, the course looks 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 B.A. and M.A. Available for either graduate or undergraduate credit.

REL 533
Tibetan II - 4 cr
This course is a continuation of REL 503. Both B.A. and M.A.

REL 533e
Tibetan II - 4 cr
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 B.A. and M.A.

REL 535
Contemplative Judaism - 3 cr
This course is a contemplative study of the Jewish religion, based on the work of Moshe Chaim Luzatto, a 17th century Kabbalist who developed the most systematic approach to Jewish philosophy without losing the depth of Kabbalistic perspective. The Chassidic recasting of the Kabbalah into the daily life of the simple Jew, lends a unique reinterpretation of the works to be studied in the course. We will study the texts of the Torah to illustrate the ideas of Luzatto. Both B.A. and M.A.

REL 536e
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition - 3 cr
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 Sharanya-raftahaya meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture. In translation. While this course follows the contours of the Buddhist tradition, relevant parallels with contemporary psychology and cognitive science will also be investigated. Both B.A. and M.A. Available for either graduate or undergraduate credit.

REL 537
Sanskrit II - 4 cr
This course is a continuation of REL 507. Both B.A. and M.A.

REL 540
Zen Buddhism - 3 cr
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 bodhidharma, the diamond sutra, and Dogen's Engakun. Both B.A. and M.A.

REL 545
Contemplative Islam - 3 cr
An introduction to the belief system and cultures of the Islamic World via an interactive approach. Emphasis will be placed on the traditional values, beliefs, and prescribed practices of the Islamic World as expounded in the key authoritative Islamic sources: the Qur'an and the Sunna of the Prophet Muhammad. A central theme that will be examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic
thought and belief. Students will participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Both B.A. and M.A.

REL 547
Month Long Meditation Intensive: A Program of Buddhist Practice and Study - 1.5-3 cr
This intensive, called a "teaching darshan," is a four-week, six-credit program at Shambhala Mountain Center in the mountains of northern Colorado. Participants sit for about eight hours each day, eat meals Japanese Zen or "oryoki" style, and have daily talks on meditation and the spiritual path. Other elements include meditation interviews, group discussions, and community activities. Participants coming for less than four weeks receive 1.5 credits per week. Both B.A. and M.A.

REL 552W
Zen Intensive - 1 cr
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 B.A. and M.A.

REL 553
Tibetan III - 4 cr
For more advanced students, this course emphasizes reading and translation and 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 502 and REL 533. Both B.A. and M.A.

REL 554W
Mahayana Meditation - 1 cr
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 that demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion. Both B.A. and M.A.

REL 557
Sanskrit III - 4 cr
A 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 6,000 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 Buddha-nature. The homework lab and language lab form important parts of the second year program as well. Both B.A. and M.A.

REL 558e
Introduction to Zen Buddhism - 3 cr
The course will explore various aspects of Zen Buddhism, starting 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 the instructor a short spiritual autobiography of themselves. Both B.A. and M.A. Available for either graduate or undergraduate credit.

REL 562
Engaged Buddhism Training II - 3 cr
The focal points of EB Training II will be a street retreat in Denver during practice week and a social action project carried out by the students as a group. The street retreat will be led by a peacemaker priest or another street retreat leader approved by the Peacemaker Community. The retreat will be preceded by sufficient classroom work to prepare the students and followed up with further classroom work to help students integrate their experience into their overall learning path. Students will also conceive, plan, and carry out a social action project together as a group. Both B.A. and M.A.

REL 566
Colloquial Tibetan: Nepal - 2 cr
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 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 B.A. and M.A.

REL 576
Nepali Language II: Nepal - 2 cr
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. Students 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 B.A. and M.A.

REL 583
Tibetan IV - 4 cr
Readings in classical texts and ongoing practice in speaking Tibetan with a khenpo well versed in the fine points of Buddhist philosophy. Prerequisite: REL 503, REL 533, and REL 553. Both B.A. and M.A.

REL 585
Spiritual Models of Social Action - 3 cr
A study of 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. Activists studied include Mohandas Karamchand Gandhi, Thich Nhat Hanh, Chan Khong, Martin Luther King, Jr., Ayatollah Khomeini, and Sulak Sivaraksa. B.A., M.A., and M.Div.
REL 587
Sanskrit IV - 4 cr
This course is a continuation of REL 557. Both B.A. and M.A.

REL 600
M.A. Meditation Practicum I - 3 cr
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. B.A., M.A., and M.Div.

REL 602
Communication: Family Systems - 3 cr
This course is designed to introduce students to the art of contemplative communication. Using the principles of body, speech and mind, compassionate presence and exchange, and a distillation of western communication theory and techniques, the class will focus on the foundation skills required to open ourselves to effective communication. Open to Engaged Buddhism and Master of Divinity students, all others by permission of instructor. M.A. and M.Div. only.

REL 607
Engaged Buddhism Training III - 3 cr
This course will focus on identifying a significant social issue that the group will focus their energies on during year two of the program. The process of determining that issue will involve further development and application of research, assessment, visioning, and strategic planning skills. The semester will include on-campus and field study work. Other skills reinforced will include deep listening, council practice, nonviolent communication, mediation and conflict resolution, community building, and community organizing. New skills introduced will include feasibility studies, grant writing, and business plan writing. M.A. only.

REL 609
Mindfulness Mentor Training I - 1 cr
First of a three-course series on the confluence of meditation instruction, meditation practice, and pastoral care in an interfaith setting. Participants will develop skills in the basics of first-time meditation instruction and ongoing meditation mentorship. Working with meditation instruction for people in extreme or challenging environments or states of mind will be addressed. Special attention will be given to shamatha instruction, the initial instruction, advising on posture and later interviews. Practical demonstration, mock interviews, and meetings with feedback sessions will be interspersed with lectures on the view underlying meditation practice and mentorship. M.A. and M.Div. only.

REL 611
The First Turning of the Wheel: Nature of Mind and Emotions - 3 cr
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 Sarvastivadins, Theravadins, and Yogacara schools. M.A. and M.Div. only.

REL 612, 622, 632
Special Topics in Engaged Buddhism - 1 cr per weekend course
Special topics is a container for weekend classes offered through Extended Studies. 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. M.A. only.

REL 615
Conflict and Diversity: The Dynamic Ground of Community - 3 cr
Taking an unorthodox approach, this course uses systems theory to understand the impacts of today's global realities on individuals and communities. It explores appropriate, effective, and sometimes even transformative engagement of situations, coming to terms with the difference between 'group' and 'community,' including problems of community membership and individuality. Conflict theory and analysis, including an exploration of diversity work, will be an important aspect of this course, allowing us to examine a community's potential to help and harm. While Buddhism provides the central spiritual frame of reference, the course includes a strong emphasis on interfaith awareness. M.A. and M.Div. only.

REL 620
Meditation Practicum II - 3 cr
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of the self and other (tonglen). M.A. and M.Div. only.

REL 635
Meditation Practicum III: Maitri and Mandala - 3 cr
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: REL 400, 600 and REL 420, 620 or permission of the instructors. M.A. only.

REL 636
Maitri Community I - 2.5 cr
This course introduces the student to the practice of "maitri-space-awareness," an exploration of the five fundamental patterns of energy that comprise our existence. Using specially designed environments and meditation postures, students will experience these "Buddha-family" energies in both their confused and awakened expressions. Previous teachings on group-fields and community will be further developed with the introduction of the "mandala principle" as the ground from which these energies emerge and
manifest in every aspect of our 
lives. Taken together, these 
practices provide a powerful 
method for students to develop 
loving kindness toward oneself and 
compassion for others. M.Div. only

REL 637
Maitri Community II - 1.5 cr
This course continues the work of 
REL 636 through ongoing 
individual maitri-space-awareness 
practice, and through group 
weekend intensives. With the 
additional focus provided by 
various forms of community-based 
ritual, these practices will be 
deepened and more fully 
elaborated. Prerequisite: REL 636. 
M.Div. only.

REL 638
Maitri Community III - 2 cr
The teachings on maitri and 
mandala practice will culminate in 
a week-long residential intensive 
where students, staff, and faculty 
will live together, continuing the 
study and practice of these 
disciplines. As a culminating 
experience, the relevance of sacred 
world will be the cornerstone of 
the maitri community series. 
Prerequisite: REL 636 and REL 637. 
M.Div. only.

REL 642
Pastoral Counseling & Spiritual 
Assessment - 3 cr
This class addresses 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 
treatment strategies, 
developmental issues for 
individuals and families, and grief, 
loss and bereavement as 
opportunities for healing. Open to 
Master of Divinity and Engaged 
Buddhism students who have 
taken, or are taking, REL 602. M.A. 
and M.Div. only.

REL 645
Introduction to the Study of 
Religion - 3 cr
This course introduces students to 
ways in which the religious 
experience of humankind has been 
studied by previous generations of 
scholars as well as 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 
meaning and order. Readings will 
include a selection of articles and 
theses taken from anthropologists, 
sociologists, psychologists, literary 
critics, and scholars in the history 
of religions such as William James, 
Emile Durkheim, Max Weber, 
Sigmund Freud, C. J. Jung, Mircea 
Eliade, Victor Turner, Northrop 
Frye, Michel Foucault, and Clifford 
Geertz. M.A. only.

REL 647
The Three Jewels: Buddha, 
Dharma, and Sangha - 3 cr
The Three Jewels—“Buddha, 
Dharma, and Sangha”—provide a 
useful summary of the foundations 
of Buddhist tradition as it existed 
in India's 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 trans-historical 
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 emanation of the basic 
principles of Buddhist community, 
or the sangha. M.A. and M.Div. 
only.

REL 649
World Wisdom: Spiritual 
Eldering - 3 cr
Perhaps the deepest of life's secrets 
is how to cultivate our lives so that 
the years of our elderhood are 
filled with awareness, meaning, 
and joyful living. Spiritual Eldering 
allows the mind to become 
clarified and settled. Students will 
learn the contemplative tools of 
eldering that allow individuals to 
continue their growth using their 
intuitive mind-power. The work is 
inter-religious as well as 
transgenerational. It is especially 
appropriate for those seeking to 
enhance their skills in working with 
elders and families. Presentations 
are intertwined with journal 
exercises, interactive and individual 
meditations, and group sharing. 
M.A. only.

REL 650
Dathun: Month-Long 
Meditation Intensive - 
non-credit
A month-long meditation 
practicum (dathun) of intensive 
daily group meditation is held at 
Shambhala Mountain Center. Students practice shamatha-
vipasyana (Tibetan style sitting 
meditation) with the guidance of 
trained meditation instructors. 
This training provides direct insight into 
the nature of the Buddhist 
teachings on a personal level. This 
is a non-credit requirement for the 
M.A. degrees in Indo-Tibetan 
Buddhism, Indo-Tibetan Buddhism 
with Language, Engaged 
Buddhism, and the Master of 
Divinity degree.

REL 651
Contemplative Practice Retreat - 
non-credit
This 30-day retreat is required of all 
Master of Arts in Religious Studies 
students. It can be done at any 
established contemplative center in 
a tradition of the student's 
choice; such as a Christian 
hermitage, monastery, ashram, etc. 
The retreat gives the participant an 
opportunity to practice a 
prescribed discipline while living in 
community with others in a 
contemplative environment. M.A. 
only.

REL 652
Surfacing the Voices: The 
Practice of Community - 3 cr
Building on REL 615, this course 
takes a systems view of rank, 
power, and privilege in relation to 
the impacts of globalization. 
Individuals and populations have 
experienced multiple traumas as a 
result of these processes. This 
course explores how those in 
various cultures recover their 
resilience and examines the notions of 
leadership necessary in such 
situations, community conflict, and 
marginlization. An important 
emphasis is the transformative 
process of 'emptying' when 
engaging extreme situations. To 
this end, there will be a service 
learning requirement. Prerequisite: 
REL 615. M.A. and M.Div. only.

REL 657
Engaged Buddhism 
Training IV - 3 cr
The course will focus on the 
creation of a nonprofit "business 
plan," a complete blueprint for 
planning, funding, implementing, 
and managing non-profit 
organization or project designed to 
address the significant social issues 
identified and researched in EB 
Training III. The end result will be a
fundable, ready to implement project or non-profit organization. Skills reinforced and mastered will include feasibility studies, grant writing, and business plan writing. New skills introduced will include understanding non-profit law and incorporation requirements, board development, and basics of non-profit management. M.A. only.

REL 661
The Second Turning of the Wheel: Emptiness and Compassion - 3 cr
This course examines the philosophical view, meditation practice, and compassionate action of the bodhisattva path, as expressed in the Mahayana Buddhist “second turning of the wheel of dharma.” Discussion of the view will be based on key Mahayana sutras such as the Prajnaparamita, the Vimalakirti, etc. The meditation practice and compassionate action of the bodhisattva will be explored in “path” texts such as Sarvanarayana’s Bodhicaryavatara, Gampopa’s Jewel Ornament, and Asanga’s various works. M.A. and M.Div. only.

REL 682
Madhyamaka: The Teaching of Emptiness - 3 cr
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 madhyamaka masters of India and Tibet demonstrated this through compassionate instruction that leads the student through the labyrinth of concept to its boundaries, pointing to vast space. The Instructor prepares the ground for the course of study, and a Rinpoche’s talks follow the selected text in line-by-line contemporary commentary and fresh perspective. Prerequisites: REL 686 or its equivalent, or permission of the department. B.A., M.A., and M.Div.

REL 699
Independent Study - 1-3 cr
M.A. only.

REL 709
Mindfulness Mentor
Training II - 1 cr
Second of a three course series focusing on the confluence of meditation instruction, meditation practice, and pastoral care in an interfaith environment. Participants will develop skills in the basics of first-time meditation instruction and ongoing meditation mentorship. Special attention is given to working with people with difficulties and pain and working in pastoral care settings. Tonglen instructions and making tonglen part of our personal practice of pastoral care are covered. Practical demonstration, mock interviews, and meetings with feedback sessions will make up the bulk of the course, interspersed with lectures on the view underlying meditation practice and mentorship. M.A. and M.Div. only.

REL 710
The Third Turning of the Wheel: Feminine Principle - 3 cr
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 embodiment of wisdom of emptiness in compassionate manifestation in the form of the dakinis. This graduate 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 tradition and the Vajrayana sacred biography, songs, and meditation texts of India and Tibet. M.A. and M.Div. only.

REL 712
Applied Theology I - 1.5 cr
This course is in support of M.Div. student fieldwork during fall semester. M.Div. only.

REL 736
Engaged Buddhism Colloquium I: Field Placement Seminar - 3 cr
This colloquium is designed to support the Engaged Buddhism internships for the clinical pastoral education field placement. Weekly sessions address the practical application of the principles of Engaged Buddhism in the internship setting. Emphasis will be placed on the inter-faith perspective, the role of compassionate presence, and a selection of topic presentations appropriate to the focus of the placements. Open to Engaged Buddhism M.A. students only.

REL 742
The Buddha Nature School - 3 cr
The Buddha-nature or Thagataagarabha 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 penetrating insight to uncover this enlightenment. The instructor prepares the ground for the course of study, and a Rinpoche’s talks follow the selected text in line-by-line contemporary comment and fresh perspective. Prerequisite: REL 682. M.A. and M.Div. only.

REL 747
Master of Divinity Fieldwork I - 1.5 cr
The C.P.E. (Clinical Pastoral Education) Internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their role as interfaith chaplain in various settings. Through weekly seminars, didactics, theological reflections, and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students’ understanding of their own personal issues and dynamics as these arise in the process of helping others. This is the first of a two-course series. M.Div. only.

REL 749
Contemporary American Religion: Ritual and Practice in a Pluralistic Society - 3 cr
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students will survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals, and liturgical practices and their application in crisis and transition situations that span the human life cycle—such as birth, marriage, illness, and death. The class will also provide hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities. M.A. and M.Div. only.
REL 751
Buddhism in Tibet - 3 cr
This course will trace the
development of Buddhism in Tibet,
principally during the first and
second spreadings of Buddhism
when most of the classical forms
of Tibetan Buddhism were evolved.
Attention will be given to the
various roles of Nkaya, 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. M.A. and M.Div. only.

REL 754
Community and Sacred
World - 3 cr
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 bodhisatva (leader,
elder, healer) as one who joins
heaven and earth. Prerequisite: REL
515, REL 552. M.A. only.

REL 755
Engaged Buddhism Colloquium
II: Master's Project - 3 cr
This colloquium will be a final
summary of the two-year Engaged
Buddhism track, drawing together
the students' coursework and
experiential training. Working with
the primary program faculty, the
students will examine their work,
with particular emphasis on their
internships, and culminating with
the master's project paper.
Prerequisite: Open only to Engaged
Buddhism M.A. students. M.A. only.

REL 757
Master of Divinity
Fieldwork II - 1.5 cr
The C.P.E. (Clinical Pastoral
Education) internship gives the
Master of Divinity students the
opportunity to explore personal
and professional growth issues in
their role as an interfaith chaplain
in various settings. Through weekly
seminars, didactics, theological
reflections, and individual and
group supervision, students explore
the purpose and meaning of
providing pastoral care to people in
crisis. Strong emphasis is placed on
the students' understanding of
their own personal issues and
dynamics as these arise in the
process of helping others.
Prerequisite REL 747. M.Div. only.

REL 760
Vajrayana Texts - 3 cr
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.
M.A. and M.Div. only.

REL 762
Applied Theology II - 1.5 cr
This course is in support of M.Div.
student fieldwork during spring
semester. M.Div. only.

REL 779
Inter-Religious Dialogue - 3 cr
In the last two decades, inter-
religious dialogue has become an
essential element in the modern
spiritual and religious environment.
This course introduces the
student to the creative potential of
dialogue for expanding one's
understanding of other faiths and
our ability to communicate effectively
and compassionately across the
American religious spectrum.
Special emphasis will be placed on
understanding the common
underlying principles and
paradigms applicable to a variety of
dialogue settings. Classes will also include
dialogue practice workshops. M.A.
and M.Div. only.

REL 780
Meditation Practicum IV: Mudra
Space Awareness - 3 cr
Space can seem hostile or
hostile or vengeful 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 our demands or heightened by
openness. This course further
builds on space awareness
understanding of the universe
of Chogyam Trungpa, Rinpoche, combining mudra
theater exercises with maeter
practice. The specific exercises
pace and offer a means of developing an
appreciation of one's self and
others in the context of an active,
changing space. Prerequisite:
Meditation I, II, III or its equivalent.
M.A. only.

REL 800
M.A. Seminar:
Colloquium I - 1.5 cr
This course constitutes a critical
textual examination and evaluation of
the major themes in the
Buddhist Studies graduate
student's study at the university,
and revolves around preparation
for the comprehensive exam taken
in the spring of the second year.
M.A. only.

REL 803
Theological Colloquium I:
Research Methodology - 3 cr
This course will provide students
with an overview of research
methodology and applied theology
in preparation for the M.Div.
culminating project. M.Div. only.

REL 809
Mindfulness Mentor
Training I - 1 cr
Last in a three-course series
focusing on meditation instruction,
mindfulness practice, and pastoral
work in an interfaith environment.
Participants will develop skills in
the basics of first-time meditation
instruction and ongoing meditation
mentorship. Special attention will be
on meditation contexts, working
with people and practices from
other faith traditions and
articulating the Buddhist and
Shamatha view of meditation
practice in professional and
inter-religious dialogue settings. Practical
demonstration, mock interviews,
and meetings with feedback
sessions will make up the bulk of
the course time, interspersed with
lectures on the underlying
teachings and exercises. M.A. and
M.Div. only.

REL 850
M.A. Seminar:
Colloquium II - 1.5 cr
This course is a continuation of the
REL 800, and culminates in
comprehensive exams. M.A. only.

REL 853
Theological Colloquium II:
Culminating Project - 3 cr
This course includes peer and
individual supervision and feedback
in the preparation and
discussion presentation of the M.Div.
culminating project. M.Div. only.

REL 880
Comprehensive Exam - non-
credit
M.A. only.
REL 884
Master of Divinity Thesis/Project
- non-credit
M.Div. only.

REL 885
Master's Project - non-credit
M.A. only.

REL 886
Extended Master's Project - 0.5 cr
Students who have not completed the master's project may qualify for extension of the master's project semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated. M.A. only.

SUSTAINABLE BUILT ENVIRONMENT (SBE)
The courses in this discipline are offered by the Environmental Studies Department.

SBE 499
Independent Study - 1–4 cr
Recommended for students doing a concentration area or minor in sustainable built environment. Best taken after required courses in this concentration area. B.A. only.

SBE 500
Construction Techniques and Green Building - 3 cr
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 course is based on the Leadership in Energy and Environmental Design (LEED) program developed by the U.S. Green Building Council that is being adopted as a standard around the country. Both B.A. and M.A.

SBE 510
Environmental Systems Design - 3 cr
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 development issues surrounding the Boulder community. Both B.A. and M.A. Available in fall '03.

SBE 520
Indigenous Approaches to Sustainability - 3 cr
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 B.A. and M.A.

THEATER (THR)
The courses in this discipline are offered by the InterArts Studies Department.

THR 380
Director's Lab - 3 cr
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. 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. We study the work of great modern directors such as Jerzy Grotowski, Peter Brook, and Joseph Chaikin. As an ensemble, we will evolve a theater piece through rehearsals to performance late in the semester. Previous acting experience is expected. Both B.A. and M.A.

THR 480
Directed Project - 3 cr
Students in this studio class develop an original theater piece to be performed in the spring arts concert. A professional theater artist guides this collaborative creative process, helping students transform ideas into powerful images for the stage. In the past, students have created ensemble collaborations, plays, collections of scenes, and a montage of monologues. Previous theater training is helpful. Homework is whatever it takes to mount the production. Both B.A. and M.A.

THR 499
Independent Study - 1–3 cr

THR 500
Actor's Journey: Fool's Caper - 2 cr
The only reason to perform on the stage is to illuminate some facet of human experience, whether by eloquence, passion, or parody. For this, students are put through a process that challenges naive and fondly held concepts about themselves. Next they learn to focus on others and play with them. Through improvisational structures and traditional acting techniques, we travel to the wacky world in order to come back and tell a tale. It is a fool's journey, but somebody has to take it for the sake of those who will watch. The last class will be a performance. Both B.A. and M.A.

THR 503, 504, 507, 508W and THR 533, 534, 537, 538W
Acting Lab: Special Topics - 1 cr
Acting Labs provide InterArts students and the greater Roska community with opportunities to work with a variety of guest clinicians from many areas of the performing arts. Two labs are offered each semester. In general these workshops are presented in an intensive weekend format. Acting, playwriting, storytelling, costume, video, and drama therapy are among the recent topics presented. The theater track brings guest artists from the Boulder/Denver area as well as from New York, Chicago, and Los Angeles among other titles. Clowning, screen writing, and Playback Theater will be featured in the near future. Both B.A. and M.A.

THR 511
Performance Practicum - 3 cr
This class will focus on different areas of a theatrical production: movement, acting, music, design, and management through looking at seven points of the creative process: 1) Commitment, 2) Analysis, 3) Research, 4) Incubation, 5) Selection, 6) Implementation, 7) Evaluation. All of the students audition for parts and work with artistic, technical, and administrative personnel on topics such as Script/Project Analysis, Character Development, Historical Relevance, Staging,
Sound, Lighting, and Production Management. Students will keep journals, attend in-class lectures by faculty and invited professionals, produce a full production, and evaluate these experiences.

**THR 520**
Basic Acting - 3 cr
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 statement 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 B.A. and M.A.

**THR 525**
Basic Acting II - 3 cr
This course number is for students wishing to return to the material of THR 520. Prerequisite: THR 520.

**THR 530**
Media Studies: Special Topics - 3 cr
This course brings a different master teacher from the theatrical arts onto the Naropa campus each spring. Whether working within the medium of a musical, a documentary video, or a low-budget movie, this course is designed to give students a hands-on experience of one of the crafts that make up performance. In addition to developing an understanding of the particular craft being studied, students are given the opportunity to frame and focus their own work under the guidance of an experienced practitioner of the medium. Different acting methods or performance styles may also be featured. Both B.A. and M.A.

**THR 540**
Character Acting - 3 cr
In this studio 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, written monologues and short scripts, and two videotaped presentations. Both B.A. and M.A.

**THR 545**
Character Acting II - 3 cr
This course is for students wishing to return to the material of THR 540. Prerequisite: THR 540.

**THR 550**
Voice and Sound I - 3 cr
This course focuses on developing the awareness and skills that allow the performance artist's essential voice to speak and be heard. Students explore how intentionality determines form and the way one's voice manifests as a unique statement. 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 B.A. and M.A.

**THR 555**
Voice & Sound II - 3 cr
This course number is for students wishing to return to the material of THR 550. Prerequisite: THR 550.

**THR 560**
Mudra Space Awareness - 3 cr
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 maithri practice of the Buddha families, and experiments with space and form by selected Western directors. Class exercises help students develop an appreciation of themselves and others in the context of alive, ever-changing space. A studio class, some outside rehearsal, attendance and willingness are the primary course requirements. Both B.A. and M.A.

**THR 565**
Mudra Space Awareness II - 3 cr
This course number is for students wishing to return to the material of THR 560. Prerequisite: THR 560

**TRADITIONAL EASTERN ARTS (TRA)**
The courses within this discipline are offered by the Traditional Eastern Arts Department.

**TRA 499**
Independent Study - 1-3 cr
This class is taught by the instructor of the core awareness discipline. The history, culture, and philosophy of the major awareness discipline are studied. The student and teacher meet in the beginning, middle, and end of the semester. Program students only.

**TRA 500**
Shambhala Meditation Practicum I - 3 cr
The Shambhala tradition, taught by Chogyam Trungpa, is a secular path of spiritual training. In this class, we learn sitting meditation and study the principles of Shambhala Warship, which involves developing personal courage and social responsibility. 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. A slogan of the class is notice what you notice (a phrase Allen Ginsberg coined). Both B.A. and M.A.

**TRA 500e**
Shambhala Meditation Practicum - 3 cr
See course description for TRA 500. Both B.A. and M.A.

**TRA 505**
T'ai-chi Ch'uan: Level I - 3 cr
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 B.A. and M.A.

TRA 510
Aikido I - 3 cr
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 ukemi, the art of falling. Emphasis will be placed on extending energy and transforming the encounter to one of excitement and harmony. We will also establish links to the Aikido lineage and 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. Both B.A. and M.A.

TRA 513
Kyudo—Zen Archery - 3 cr
Kyudo, the Way of the Bow, was recognized as the highest discipline of Samurai warriors. Over time it has become a refined contemplative practice for men and women of all ages and levels of strength. Kyudo strengthens the synchronization of mind and body through precise attention to form. It is a powerful method for cultivating the warrior qualities of gentleness and fearlessness. Students will train in the form known as the Seven Coordinations of Kyudo, shooting arrows from a distance of two meters from the target. This shooting is non-competitive and engenders non-conceptual self-reflection and wakefulness within. There is a $45.00 materials fee. Both B.A. and M.A.

TRA 515
Yoga: Level I - 3 cr
This class presents an introduction to the vast tradition of 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. The result is a quieter, more sensitively aware mind and a relaxed yet invigorated state of being. The students explore themselves and yoga through hatha yoga asanas (exercises which create sensitivity, alignment and ease), pranayama yoga (breath awareness and control), jhana yoga (deep relaxation practices), and dharana yoga (meditation practices). Both B.A. and M.A.

TRA 520
Ikebana I - 3 cr
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 “chakra” art, using the discipline of the Sogetsu School as a basis. There is a $25.00 materials fee. Both B.A. and M.A.

TRA 525
Tai-chi Ch’uan: Level I - 3 cr
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 B.A. and M.A.

TRA 530
Aikido II - 3 cr
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, 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 B.A. and M.A.

TRA 532
Exploring the Traditional Eastern Arts - 2 cr
Starting with sitting meditation, the experience of sitting and breathing in a stationary position is explored. The class progresses to yoga and an experience of intimate body awareness while moving and while still. Tai-chi ch’uan follows, giving the student basic principles of how the body/mind moves in the world. Aikido explores principles of how one person moves and interacts with another. Ikebana (Japanese flower arranging) examines principles of how one relates to an object in space. This course is designed so students can experience the essence of these contemplative practices. Both B.A. and M.A.

TRA 535
Yoga II - 3 cr
This class extends the student’s awareness and skills farther. The students learn more advanced breathing practices (pranayama), concentration practices (dharana), meditation (dhyana), internal and vocal sound (mantra), and more of yoga’s rich literature and philosophy. A daily home practice is required. Prerequisite: Yoga Level I. (Beginning Yoga does not prepare one for this class) Permission of instructor is required. Both B.A. and M.A.

TRA 540
Ikebana II - 3 cr
This class offers further exploration and in-depth study of the principles and practice of Ikebana. Both B.A. and M.A.

TRA 545
Tai-chi Ch’uan: Level II - 2-3 cr
The first two-thirds of the form are corrected. The last third is taught. Emphasis is on balance, rootedness, breath, centeredness and the other basic principles. Both B.A. and M.A.

TRA 550
Aikido III - 3 cr
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 open-heartedness begins to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. When the class is taken in spring, weapons: bokken and tanto are added to intensify the empty hand practice. Readings,
reflective writing, attending seminars all are required to further the students’ development. Both B.A. and M.A.

TRA 555
Yoga III - 3 cr
In this class students begin working with the chakras (inner energy vortices) and the energies that flow through them. The program of practice (sadhana) is even more rigorous than Yoga II, especially in the realm of breathing and concentration. All students are required to practice daily at home for at least one hour. Minimum prerequisites: completion of one semester of Level I, one semester of Level II, and permission of the instructor. Both B.A. and M.A.

TRA 565
Tai-chi Ch’uan Level IV: Push Hands - 2 cr
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 experientially 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 B.A. and M.A.

TRA 570
Aikido IV - 2-3 cr
This course is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor. Both B.A. and M.A.

TRA 575
Yoga IV - 2-3 cr
This course is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor. Both B.A. and M.A.

TRA 580
Shambhala Meditation Practicum II - 3 cr
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 $70.00 materials fee. Both B.A. and M.A.

TRA 585
Tai-chi Ch’uan Level V: Sword Form - 1 cr
The tai-chi ch’uan sword is a practice that further extends the principles of integrated movement, relaxation, balance, and chi while relating to an external object. This could be a brush, as in the realm of calligraphy and painting, or in this case, a sword. The sword is not wielded by using muscle and physical strength, but by using the body’s natural structural and dynamic characteristics and the forces that operate in the environment. By permission of the instructor, for students who have previous experience studying tai-chi ch’uan form and push hands. Taught during summer only, Both B.A. and M.A.

TRA 589
Senior Colloquium - 1 cr
This course is a process class and includes writing a journal that 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 35-credit B.A. major is under construction. The following courses are new and do not have course numbers at this time.

Tai-chi Ch’uan Levels V-VIII - 2 cr each, OOR and 5-day Summer Camp - 1 cr, OOR
Students will further their understanding of tai-chi ch’uan principles and integrate them deeper into their practice of forms and applications (push-hands or tai shou and sword). There will be readings of the tai-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 B.A. and M.A.

Qi Gong - 1 cr
Qi Gong (or Chi Kung) is a form of 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 School of Extended Studies throughout the year. Both B.A. and M.A.

Aikido V-VII - 2 cr each, OOR
Further progress in aikido studies will be pursued at the nationally reputed Boulder Aikido 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-site meetings. Students will be asked to keep a journal. Both B.A. and M.A.

Aikido Seminars - 5 cr each, OOR and Summer Trainings - 1 cr, OOR
These seminars with Saitome Sensei, Shihan and Ikeda 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 B.A. and M.A.

Yoga History, Theory, & Philosophy - 3 cr
Yoga is one of the six classical “outlooks on the nature of being” (Shat Darsana) of Hinduism. Yoga has a 5,000-year history, its teachings passed from one generation to the next through a written and oral tradition. 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 seucha (cleanliness) to santosha (contentment). Both B.A. and M.A.
Yoga Meditation Practicum - 3 cr
Traditional yoga's central purpose is to produce good meditation practitioners. 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 yoga's diverse and rich meditative traditions. Both B.A. and M.A.

Yoga Retreats, I, II, III - 3 cr
each, OOR
Yoga is “skill in action.” These retreats (two 3-day weekends plus two class periods) will present an opportunity to integrate materials presented in yoga levels I, II, III. Retreats will constitute an in-depth exploration of breath, movement, and consciousness, leading us to live more fully in the present moment. Retreats will be tailored to the level of its participants with advanced breathing practices, concentration practices, meditation, internal and vocal sound, and dietary guidelines. Yoga is union, a state of oneness and merging with all that is. By experiencing this state a student is imbued with an authentic understanding of yoga. Both B.A. and M.A.

Indian Devotional and Raga Singing - 2 cr
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 B.A. and M.A.

WRITING AND POETICS (WRI)
The courses in this discipline are offered by the Writing and Poetics Department.

WRI 360
Writing Poetry: The Sky Is Not a Mirror - 3 cr
Our readings in various schools and styles of poetic practice, and essays by poets, critics, and linguists address language as a medium. Beginning with the Objectivists’ focus on things, we consider Ginsberg’s assertion that “It’s easier than you think, easier to look out through your eyes like looking through a window,” and proceed to Bernstein’s focus on language itself as object. Weekly writing assignments and in-class exercises take up the bulk of the discussion. The sky, like the poem, is not a mirror. It’s bigger than that. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 361
Writing Fiction: Short Short Stories - 3 cr
Students will be involved in exploring a variety of writing styles. Five stories will be written during the semester using existing shorts as models. In addition to the required stories, there will be a number of exercises, in class or assigned, intended to expand the student’s experience of writing. One of the advantages of short stories dealt with in this way is that they give young writers the experience of finishing stories. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 365A
Reading and Writing: Playing with Text/Text at Play - 3 cr
This course will investigate performance texts from the 1970s to the present. "Performance art" arose out of the desire to disrupt comfortable notions of hierarchy and determinacy within traditional theatre, dance, and visual art. We will study a variety of performance texts and evaluate the ways in which they incorporate strategies from playwriting, visual arts, prose forms, and poetic structures. We will also explore ways that gender, language, narrative/story, and body are represented in performance art, and work towards a final performance composition and research paper. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 365B
Reading and Writing: Wild Form - 3 cr
Students will work with a variety of practices drawn from the innovative moves of our last century. Journal, collage, collaboration, classical models: these writing practices will be at the center of the course. Field trips & written excursions into local nature spots and culture centers, as well as investigating landscapes, and writing around found objects & "scholar rocks." Haiku & hainin forms from Japan, and landscape poetries of old southern India will give access to the natural world of wild form. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 407
Creative Writing for Non-Majors - 3 cr
This course is designed and led by two Naropa Writing and Poetics M.F.A. students under the guidance of the Writing & Poetics faculty. It meets twice a week. 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 418A
Reading and Writing: Beatnik 101 - 3 cr
An interdisciplinary introduction to our Naropa lineage. Novelist W.S. Burroughs, Joyce Johnson, Jack Kerouac, poets Diane DiPrima, Ginsberg, Corso, artists Joan Brown and Bruce Conner are the artistic focus, along with Conner's films. Artistic strategies for survival by men and women in the sociopolitical climate of the 1950s through the 1970s. Students will keep a folder of poetry/prose assignments and write an essay involving research. Fiction techniques for character development are stressed in the second half of the course. Open to B.A. Writing and Literature students only. Others by permission of the department.
WRI 418B
Reading and Writing: A Sense of Measure - 3 cr
"Measure" refers to the rhythmic relations among parts in a literary work. When well made, a poem has a liveliness in its overall movement, including movements of grammar, sound, and thought. In this course we will look at poems composed in a wide variety of forms and write our own works intentionally using their influence. Be prepared to experiment and expand your repertoire of rhythmic moves. A large sourcebook of model works will serve as our main text. Final portfolio required. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 420
Writing Poetry: You Do It - 3 cr
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 will look at and discuss the work of both modern and postmodern authors along with participants' writing. Required course texts include The Teachers & Writers Handbook of Poetic Forms, edited by Ron Padgett, and his Creative Reading: What It Is, How To Do It, and Why. Open to B.A. Writing and Literature students only. Others by permission of the department.

WRI 475
B.A. Manuscript and Thesis Workshop - 3 cr
This course is required for Writing and Literature students in their final semester. Each student must complete a body of creative work (40–50 pgs) and a work of original scholarly research (20 pgs). 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 (details available in the W&L Office). Open to B.A. Writing and Literature students in their final semester only.

WRI 500e
The Beatles and Other Rebel Angels - 3 cr
A study of the history of the "Beat generation" with special emphasis on the writings of the writers of this phenomenon 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 write their own visions in the multiple forms taught us by these courageous writers. Visit our electronic campus at http://www.naropa.edulast for prerequisites.

WRI 512
Practice of Translation - 3 cr
This workshop will focus on the practice of translation, acknowledging theories old & new. Students will work on a semester-length project, taking on a particular writer, language, culture, or time period, and the translation, as well as a workbook of essays & translations from 20th century masters. Readings will clarify the task of translating original works in other languages into American English equivalents. No need to know a whole language in order to translate. Beginners & those without much grounding in another language are welcome. Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 513A
Literature Seminar: Beyond the Harlem Renaissance - 3 cr
We will look at how social change impacted the literary writing of African Americans in the 1950s through the 1970s. Historical contexts include World War II, the civil rights and Black Power movements, and the women's movement. We will explore African-American voices whose work hails from yet disrupts traditional forms, and also read from the literary criticism of the period. Authors include Richard Wright, Ralph Ellison, Ann Perry, Margaret Walker, Gwendolyn Brooks, James Baldwin, Amiri Baraka, Ntozake Shange, Clarence Major, others. Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 513B
Literature Seminar: Looking Through French Windows - 3 cr
"The Windows" is a famous poem by French poet Guillaume Apollinaire (1880–1919), a great modernist whose influence reaches into the present postmodern era. We will read the poetry of Apollinaire and his successors in Twentieth-Century French Poetry, edited by Paul Auster. The continuous influence of these writers on their American colleagues, from William Carlos Williams to Frank O'Hara and Alice Notley, will be explored. Our poems will respond to what we find looking through these "French windows." Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 514
Literature Seminar: - 3 cr
TBA
Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 515
Trends in Contemporary Literature: Introduction to Critical Theory - 3 cr
The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. The class is recommended for students who intend to take Feminist Theory in the following semester. Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 516W
Poetry Practiceum: Negative Capability - 1 cr
Negative Capability is the ability of the mind to hold two disparate thoughts, a quality Shakespeare had, and by extension, a resonant Buddhist notion for "non-dualistic" thinking. We will practice shamanic meditation. We will work through a series of experiments designed to trigger imagination, freshness, and a sense of interconnectedness and collaborative "performance",
through the supposed dualities of our waking and dreaming life. Reading texts will include handouts from the writings of John Cage, Wittgenstein, Jack Kerouac, Joanne Kyger, Thalia Field. 8–10 page final manuscript. Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 519W
Writer's Practicum: Designing a Writing Workshop - 2 cr
This professional training practicum will instruct 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 creating a syllabus and course description, 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. The students will design and submit two syllabi. Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 529
Contemplative Poetics - 3 cr
This course emphasizes the practice of mindful attention and its virtues in the arts of meditation and writing. Because the practice of sitting meditation involves settling into mind and body and simply being here, this practice encourages our ability to notice what is present and, in doing so, expand awareness and insight. We will read works by Emily Dickinson, James Schuyler, Lorine Niedecker, Matsuo Basho, Sei Shonagon, Philip Whalen, and others for models of writing that encourage mindful attention to ordinary experience. Sitting meditation, a final portfolio, and essay required. Open to program students only. Others by permission of the department.

WRI 530W
Writers Practicum: All the World's a Stage - 1 cr
The world stage—the place our art generates from and falls apart into—is the spot of death and birth and infinite imaginative possibility. From this stage, we will compose an Ecology-opera (collaborative performance) based on writing experiments involving sense perceptions, a visit to the Mall's Rooms where we examine the drama of the Five Buddha Families; their colors and attendant energies, as well as the Boulder Creek. Students should arrive with a statement in hand on the topic of “ecological performance.” Full attendance, final ms. of 8–10 pages, participation in performance, 4–5 p.m., Sunday required. Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 530e
Literature Seminar: The Feeling Tone - 3 cr
This reading and writing seminar addresses the work of four writers as writers: namely, how do they achieve their unique tone and diction; and what can one use of their mode in one's own work. Not primarily a writing class, it is a literature class, but I teach writing to beginning writers and I have found this approach to be useful for non-writers as well. The writers and books will be (in this order): Evan Connell (Mrs. Bridge), Fay Weldon (Life and Loves of a She-Devil), Michael Ondaatje (Coming Through Slaughter), Colette (Earthly Paradise). Visit our electronic campus at http://www.naropa.edu/eldistance for prerequisites.

WRI 534e
The Art of the Essay: Exploring Creative Non-Fiction - 3 cr
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, as well as the "Beats," such as Allen Ginsberg, Jack Kerouac, and William Burroughs. In addition to confronting common grammar and punctuation problems, each student will learn to recognize and correct his or her own error patterns. As part of the writing process, time will be spent in reflection on ways in which problems were addressed and solved in our essays. Visit our electronic campus at http://www.naropa.edu/eldistance for prerequisites.

WRI 535
Trends in Contemporary Literature: Introduction to Feminist Criticism - 3 cr
What is a woman? 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 the related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva, and Butler. Open to B.A. and M.F.A. writing program students. Others by permission of the department.

WRI 539e
Poetry Workshop: Great Companions - 3 cr
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. Visit our electronic campus at http://www.naropa.edu/eldistance for prerequisites.

WRI 540
The Expository Essay - 3 cr
TBA
Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 541e
Sculpting Prose - 3 cr
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. Visit our electronic campus at http://www.naropa.edu/distance for prerequisites.

WRI 543
Literature Seminar: Three Extraordinary Women - 3 cr
This course is involved with reading women writers and creating essays on their work. We will read Marguerite Duras, Colette, and Lillian Hellman. These are women who coped with difficulty in their lives and achieved a (sometimes unwilling) respect from the influential writers of their time. The writing done in this class will explore the work and the lives of these women. Three essays will be written using M.I.A. formatting. Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 546W
Poetry Practicum: Small Press 2-1 cr
An introduction to various facets of the small press including its history and practical concerns around submissions and editing. What is a small press? What was its role in forging the contemporary period? How do you "read" relevant editorial information out of journals & magazines? How do you put together submissions and cover letters, 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 B.A. and M.F.A. writing program students. Others by permission of the department.

WRI 547W
Prose Practicum: TBA - 1 cr
Open to B.A. and M.F.A. writing program students only. Others by permission of department.

WRI 580
Eco-Lit - 3 cr
"Eco" 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 Vonneguts, Galapagos, and others. Open to B.A. and M.F.A. writing program students only. Others by permission of the department.

WRI 581
Project Outreach - 1-3 cr
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 B.A. and M.F.A. writing program students only.

WRI 582
Letterpress Printing: The Well-Dressed Word - 3 cr
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/prose chapbooks, and art books will be produced. Open to B.A. and M.F.A. writing program students only. Others by permission of the department. $33.00 material fee, paid with tuition.

WRI 583
Letterpress Printing: First Impressions - 3 cr
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 B.A. and M.F.A. writing program students only. Others by permission of the department. $33.00 material fee, paid with tuition.

WRI 584e
Dramatic Measures: The Craft of Writing for the Stage and Screen - 3 cr
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 that illuminates and enhances text to its ultimate effect. Showing as compared to telling. Heightened lyrical styles in contrast to stark realism. Visit our electronic campus at http://www.naropa.edu/distance for prerequisites.

WRI 620A
Practice of Poetry: Word for Word, Line by Line - 3 cr
While this workshop will focus on the participants’ own poems, it will also attempt to examine and clarify the traditions of which these poems partake. To that end we will be reading texts by practicing poets who have written about their work and the work of others in useful ways. These will include All This Everyday by Ted Berlinski, Other Traditions by John Ashbery, and selections from the critical writings of William Carlos Williams, Robert Creeley, Charles Bernstein, and others. Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 620B
Practice of Poetry: Migrant Metaphor - 3 cr
Students will investigate contemporary poetics discourse for the pressures we can apply to our own writing. Rosemarie Waldrop, Charles Bernstein, and Carole Maso will be some of the documented citizens in the country of this thinking. Itinerants and aliens such as Erin Mouré, Nanako Sakaki, and Shinn Neshat will also make (dis)appearances. Our workshops will be dependent upon the language we translate into usefulness. Some experiments in border-crossing will take place to prepare us for, among other complications, the migrations of
metaphor. Open to M.F.A. writing and poetics students only. Others by permission of the department.

WRI 623A
Creative Reading and Writing: TBA - 3 cr
Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 623B
Creative Reading and Writing: Sequences - 3 cr
Course covers how longer works and collections are conceived, ordered, structured, and edited. Multi-genre narrative principles, point of view, aesthetic and linguistic patterns are studied along with organizational editorial practices. Fiction, poetry, drama, and videos are utilized. Japanese renku linked verse, F. Scott Fitzgerald, Richard Brautigan, Kaye Acker, and Louise Erdrich novels are used to illustrate Modern, Post-Modern, Punk, and Native American fiction strategies. Recommended for third semester M.F.A. students, as preparation for Final Manuscript semester. Open to M.F.A. Writing and Poetics students in prose concentration. Others by permission of the department.

WRI 700
Writing Pedagogy Seminar - 2 cr
Required for graduate students selected to staff the Naropa Writing Center. In this course we'll study the latest writing pedagogy theory and develop techniques to put that theory into practice. We'll approach consulting from a multi-sensory, holistic perspective, designed to activate the learning and writing processes and to strengthen our own writing skills. Successful completion of this course enables Writing Fellows to staff the NWC in the spring while they take WRI 705. Open only to graduate students hired to work in the NWC.

WRI 705
Writing Pedagogy Practicum - 2 cr
Required for Writing Fellow who have completed WRI 700. This course will focus on the needs of our center and encourage you to develop special areas of expertise. Class time will be spent problem-solving any arising obstacles and further investigate the practice of effective consulting. In addition to our inquiries, we'll expand the services we provide by developing materials based on our individual and unique talents. Successful completion of this course enables Writing Fellows to staff the center throughout their graduate program if they maintain their level of commitment. Open only to graduate students who have successfully completed WRI 700.

WRI 763
Creative Reading and Writing: TBA - 3 cr
Open to M.F.A. Writing and Poetics students only. Others by permission of the department.

WRI 765A
Practice of Fiction: Monologue and the Development of Character - 3 cr
One of the skills crucial to prose writers, whether in fiction or non-fiction, is the ability to make the persons created onto the paper be both believable and viable. One way to arrive at characterization is to have the character speak "off the page." We will be working with many instances and models used by a variety of authors to arrive at exercises and "first-person" stories. Open to M.F.A. Writing and Poetics students in prose concentration. Others by permission of the department.
WRI 765B
Practice of Fiction: Social Class & American Story - 3 cr
To improve our writing awareness, this workshop examines how social class defines or informs American short stories. The student's creative prose in any form will take half of the class time. Writers from all classes will provide examples on how race, gender, and age impact their works. The American social lie of our classless society will enjoy loving scrutiny and high hilarity. To paraphrase Paul Fussell: If you find an American who feels entirely class-secure, stuff and exhibit him/her. She/he is a rare specimen. Open to M.F.A. Writing and Poetics students in prose concentration. Others by permission of the department.

WRI 768
M.F.A. Literature Seminar:
William Blake - 3 cr
Students will read a wide selection of works from Blake's vast oeuvre, including the Songs of Innocence and Experience, the Book of Thel, Visions of the Daughters of Albion, America, Europe, the Four Zoas, and Milton. These include the "Illuminated works" engraved and painted on copper plates, which will be explored. Students will examine Blake's visionary poetics through a variety of interpretative analytcs, from deconstruction to recent feminist, marxian, and psychoanalytic theory, including Buddhist Abhidharma psychology. Weekly response papers and a final research paper will be required. Open to M.F.A. writing program students only. Others by permission of the department.
Ranked Faculty

Keith Abbott  
Writing and Poetics  
B.A., San Francisco State  
M.F.A., Western Washington State  
Keith Abbott teaches fiction workshops and contemplative brush. Publications: thirty books of poetry, fiction, and nonfiction, including a memoir of Richard Brautigan Downstream From Trout Fishing In America and the Introduction to Richard Brautigan: The Edna Webster Collection of Undiscovered Writings, (Houghton Mifflin). His writing has been translated into six languages and appeared in over twenty-five anthologies. 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  
B.S., Northwestern University  
Certificate in Elementary & Secondary Education, Notre Dame University  
Dale Asrael is an Acharya (Senior Teacher) in the lineage of Chögyam Trungpa, Rinpoche and Sakyong Mipham, Rinpoche. She teaches in both the M.A. Transpersonal Counseling Psychology and the M.A. Buddhist Studies programs. As an Upadyaya, 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  
A.B., Miami University  
M.A., Ph.D., 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 9th edition (2000). Before coming to Naropa in 1998, he served as Distinguished Professor of Gerontology and Director of the Scripps Gerontology Center at Miami University in Oxford, Ohio. He also serves on the board of directors for the Spiritual Eldering Institute, which now has its national headquarters in Boulder, Colorado.

Zoe Avstreh  
Somatic Psychology  
M.S., A.D.T.R., NCPsyA  
M.A., Hunter College, New York, NY  
Founder/Director of the Center for the Study of Authentic Movement and former director of the Graduate Program in Dance/Movement Therapy at Pratt Institute is a pioneer in the development of authentic movement. She lectures and teaches 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 Fetzer Institute Scholar Award.

Laura Beer  
Transpersonal Counseling  
M.A., A.C.M.T.  
Laura Beer holds an Advanced Certification in Music Therapy. She received her Masters 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.

Frank Berliner  
Contemplative Psychology  
B.A., Yale University  
M.A., 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, Chögyam Trungpa, Rinpoche, since its opening session in summer 1974. He studied the psychology and practice of meditation intensively for four years at the Karme Choling Buddhist Retreat Center, then served 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  
B.A., University of Kansas  
Ph.D., Union Institute  
Deborah Bowman is a licensed clinical psychologist, former president of Boulder Graduate School and founder of the Transpersonal Counseling Psychology program. She is certified Gestalt therapist, on the board of the Colorado Jung Society and a former instructor of the National Outdoor Leadership School. She developed the Wilderness Therapy track in TCP and is a professional canoec guide. She is co-director of the Boulder Psychotherapy Institute and specializes in the dream-painting process.

Annie Brooks  
Somatic Psychology  
Certified teacher of Body-Mind Centering  
B.A., Somatic Psychology  
M.A., Applied Behavioral Science  
Annie Brooks has taught body mind centering throughout the country and is a skilled educator with sixteen years experience as a psychotherapist in clinics, hospitals, public schools and private practice focused on somatic work. She has worked with infants,

Ranked Faculty 207
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 & Contemplative Education**

B.A., Knox College  
Graduate study, Earlham School of Religion  
Certificate in Elementary Education, Institute of Denver  
M.A., The Naropa Institute

Richard Brown has practiced educational therapy and taught early elementary grades in public schools. He taught for seven years at The Vidya School, a 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**

B.A., M.A., Ph.D., University of Colorado

Reed Bye is the author of four books of poetry including Passing Fears and Graces and Heart's Bestiary. He has taught classes in dharma art as well as classic and contemporary literature at Naropa University.

**Christine Caldwell, Director, Somatic Psychology**

ADTR, L.P.C.  
Ph.D., Union Institute

Christine Caldwell is the founder and a former director of the Somatic Psychology Department at Naropa University. Her work began twenty years ago with dance therapy, Aston-Patterning and gestalt, and has evolved over the years into a form of body-centered psychotherapy that she calls the "Healing Cycle." This work emphasizes the pre and peri-natal time, the transformational effect of movement processes, the practice of dying, the 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**

B.A., State University of New York-Oswego  
M.A., The Naropa Institute

Jane Carpenter-Cohn has taught children and adults of all ages for over twenty-five years. She is trained in marriage, family, and play therapy. She is also a certified school counselor and has counseled high-risk teenagers in addition to working with young children and families. Jane has been a student of the Ven. Chogyam Trungpa, Rinpoche since 1975 and has taught and coordinated programs for Shambhala and Buddhist centers for twenty years. She is a student and instructor of Ikabana, Japanese flower arranging, and a teacher of Dharma Art. Jane chairs the B.A. Contemplative Psychology Department.

**Barbara A. Carter**  
**Transpersonal Counseling**

B.A., New Mexico State University  
M.S., Boston University  
Ph.D., Union Institute

Barbara Carter is a licensed clinical psychologist and chair of Naropa’s Transpersonal Counseling Psychology Department. She has worked in schools, hospitals, clinics and corporations as a teacher, therapist, consultant and supervisor emphasizing the compassionate integration of mind, body and spirit. Her doctoral studies in depth psychology lead to research on the interrelated nature of birth, death and sexuality within the depths of the psyche and the implications this has for our understanding of psychospiritual crisis. Barbara is also certified in holotropic breathwork by Stanislav Grof with whom she has studied extensively.

**Lauren Casalino**  
**Contemplative Psychotherapy**

B.A., Rutgers College  
M.A., The Naropa Institute

Lauren Casalino has been a faculty member in the M.A. Psychology: Contemplative Psychotherapy Department since 1990. In private practice for the past nine years, Lauren specializes in intensive home-based treatment. She also volunteers with hospice and The Humane Society, facilitating bereavement support groups. She is a licensed professional counselor in the state of Colorado. Lauren is currently serving as the department chair.

**Daphne Cheffos**  
**Transpersonal Counseling**

L.P.C.  
M.A., University of Colorado

Daphne Cheffos has been in the health profession since 1974 as a massage therapist, sex educator, and psychotherapist. She has been recognized as a pioneer in sexual ethics in the bodywork field and has taught and consulted nationally with bodywork schools and organizations. Daphne's professional background includes community agency work, EMDR Level II certification, dream work studies, advocacy for GLBT and HIV issues, and clinical supervision. Her passion lies in exploring how to stay awake in the most practical, simple ways and in how to synthesize the mystery of the unconscious with the practicality available at the conscious level.

**Carole L. Clements**  
**Contemplative Psychology**

B.A., Syracuse University  
M.A., M.A., Naropa University

Carole Clements is a half-time instructor in the B.A. Contemplative Psychology Department. A fiction writer and contemplative psychotherapist in private practice, she has also worked extensively as a group psychotherapist for women arrested for 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 writing coach.
Dee Joy Coulter  Naropa College Core
B.A., M.A., University of Michigan
Ed.D., University of Northern Colorado
Dee Coulter taught and directed public school programs with learning disabled students for 14 years. She then taught education courses at various colleges for the next 14 years. Currently, she directs a graduate level correspondence course in neurology and learning for the University of Northern Colorado, conducts cognitive evaluations in a private practice and lectures and presents workshops nationally on child development, cognition, and music education. At Naropa, Dee teaches courses on cognition.

John Davis  Transpersonal Counseling
B.A., Wake Forest University
M.A., Ph.D., University of Colorado
John Davis is a Professor and former chair of the Transpersonal Counseling Psychology Department at Naropa University. He is also the director of the online M.A. program in Transpersonal Psychology at Naropa. He is the author of The Diamond Approach: An Introduction to the Teaching of A.H. Almaas. He has also been published on the topics of transpersonal psychology, ecopsychology, wilderness rites of passage, and research methods.

Barbara Dilley  Dance
B.A., Mount Holyoke College
Barbara Dilley studied and performed dance in New York City and toured internationally with the Merce Cunningham Dance Company (1963–1968). She participated in the Judson Dance Theater and in 1970 became part of Grand Union, a dancer/theater collaboration that extended the definitions of the art of improvisation. She has choreographed and performed solo and group works nationally and in Europe. Ms. Dilley designed the dance program at Naropa beginning in 1975, served as president from 1984–93, then returned to the faculty. She continues to teach contemplative dance art in this country and abroad.

Roger Dorris  Religious Studies
A.A.S., B.A., Metropolitan State College of Denver
M.A., The Naropa Institute
Roger Dorris is currently doing doctoral work in the field of Engaged Buddhist Studies with a focus on community-building and large-group transformation. He has worked extensively with marginalized populations including the homeless, those incarcerated, and those suffering from addiction. He’s been a practitioner of Tibetan Buddhism since the mid-70’s and was ordained as a Buddhist Minister in 1999. He has been core faculty at Naropa University since 1995 where he helped establish the Engaged Buddhism M.A. and Master of Divinity programs.

James Emery  Contemplative Psychotherapy
B.A., University of Colorado
M.A., The Naropa Institute
James Emery is a graduate of the M.A. 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 M.A. gerontology and long-term care management program at Naropa. James has worked extensively as a team leader and therapist with the Windhorse treatment model and is the co-director for Windhorse community services, Inc. He is a professional counselor licensed in the state of Colorado.

Mary Erickson  Transpersonal Counseling
M.C.A.T., M.F.C., Hahnemann Institute
Mary Erickson is a music therapist in private practice in the Denver area. She directed the choir at St. Barnabas Episcopal Church in Denver for six years. 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, accompanies many soloists in the Denver area, and teaches improvisational piano.

Bataan Faigao  Traditional Eastern Arts
B.A., University of San Carlos (Philippines)
M.A., New York University
M.F.A., Naropa University
Bataan Faigao began studying t’ai-chi ch’uan with Grand Master Cheng Man-ting 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
B.A., University of South Florida
M.A., George Washington University
Michael Franklin is the coordinator of the Art Therapy Program. For the past 18 years, he has both practiced and taught art therapy in various academic and clinical settings. He has lectured nationally and internationally, offering a wide range of research contributions to his field. As an artist, he actively exhibits his work and continues to research the relationship between art therapy, yoga philosophy, and meditation.

Duey Freeman  Transpersonal Counseling
M.A., L.P.C.
Duey Freeman is the director of the Gestalt Institute of the Rockies, as well as a psychotherapist, teacher, and consultant. He has extensive training and experience in Gestalt therapy, family therapy, bioenergetics and therapy with children. After working as a teacher and principal for 12 years, he entered private practice and joined the Gestalt Institute of the Rockies in 1982. Freeman coordinates the Gestalt program and the Family/Child Programs at Naropa University, teaching classes in Gestalt therapy, Human development, therapy with children and adolescents, and family therapy, as well as consulting with schools and outdoor programs throughout the state.
Darian Gracen  Transpersonal Counseling
B.A., Mt. Holyoke College
M.S.W., Smith College School for Social Work

Darian 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,
psychoanalysis and family systems as well as
consulting with non-profit organizations and schools.
She has led wilderness retreats since 1989 and is
currently writing a book on the children of narcissistic
families.

Peter Grossenbacher  Contemplative Psychology
Ph.D., University of Oregon
M.S., University of Oregon
B.A., University of California at Berkeley

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. Peter has
been a practitioner of meditation since 1980; his
thinking combines subjective phenomenology with
modern cognitive psychology.

Sarah Harding  Religious Studies
B.A., Naropa University

Sarah is a lama in the Shangpa Kagyu tradition of
Tibetan Buddhism, completing the first three-year
residency for Westerners in 1980 under H.E. Kalu
Rinpoche. She works as a teacher, oral interpreter, and
translator. She has published many of her translations,
including Creation and Completion, and continues to
run her Tibetan Language Correspondence Course.
She has been an instructor in the Religious Studies
Department since 1992, and also received a B.A. in
religious studies from Naropa University. She is
currently working on translations as a fellow of the
Tadra Foundation.

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.

Christine Hibbard  Transpersonal Counseling
B.A., University of Colorado
M.A., University of Colorado
Ph.D., Sierra University

Christine Hibbard is an Assistant Professor, core
faculty, of transpersonal psychology at Naropa
University. She has been a clinical psychotherapist and
psychophysiologist in Boulder County for twenty years.
In 1980, she co-founded the Family Medical Center,
and is the Director of the Louisville Biofeedback Clinic.
Dr. Hibbard received a Master’s Degree in Science
Education and a Ph.D. in Clinical Psychology. She is
the co-President of the International Society for the
Study of Subtle Energy and Energy and Energy
Medicine, and also is on the Board of Directors for
Conflict Dispute Resolution Associates, the Pairs
Foundation, and the Gladys McGarey Foundation.

Caroline Hinkle  Naropa College Core
B.A., Occidental College
M.F.A., Claremont Graduate University
M.F.A., California Institute of the Arts

Caroline Hinkle 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 Hillo  Writing and Poetics
University of Helsinki, Institute of Tubingen

Anselm Hillo is the author of more than thirty books,
most recently the essay collection Caws & Caueteries
and Notes on the Possibilities and Attractions of
Hillo’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
B.A., Barnard College of Columbia University
Ph.D., Union Institute

Victoria Howard is a Buddhist minister in the
Shambhala tradition. She has worked extensively with
the aged and the dying and co-founded and co-
directed Dana Home Care, a national, non-profit
organization providing in-home care for frail seniors.
She currently teaches in the Master of Divinity
program at Naropa and in the Gerontology program,
which she also helped to found. Dr. 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. She also works with Hospice of Boulder County.

**Laird Hunt**  
**Writing and Poetics**  
M.F.A., The Naropa Institute


**MacAndrew Jack**  
**Contemplative Psychotherapy**  
B.A., Tufts University  
M.A., University of Tuls  
Ph.D., Temple University

MacAndrew is a member of the departmental leadership team and core faculty member of the M.A. Psychology: Contemplative Psychotherapy Department. He brings experience in both empirical research and individual psychotherapy. MacAndrew's research has explored psychophysiological processes involved in panic, breathing and the parasympathetic nervous system. A psychologist in private practice, MacAndrew's therapeutic training has included cognitive behavioral and modern psychoanalytic orientations. Before coming to Naropa, MacAndrew was a clinical fellow at Harvard Medical School where he specialized in mind/body approaches to the treatment of anxiety, respiratory disorders, and trauma.

**Sudarskan Kapur**  
**Naropa College Core**  
B.Sc., London School of Economics and Political Science, England  
M.A., Iliff School of Theology  
Ph.D., University of Denver/Illiff School of Theology

Sudarskan Kapur has taught extensively at the Iliff School of Theology, the University of Denver, and the University of Colorado at Boulder in the areas of religion and social change, multicultural studies, peace and conflict studies, African American history, and Gandhian studies. 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**  
B.A., Georgia State University  
M.A., M.Ed., Ph.D., University of Colorado

Forrest Ketchin is an anthropologist with a background in cultural ecology, ecology, experiential education, and religious studies. Her special interest is the union of science and spirit, and the reciprocity between cultures and nature. With a doctorate in anthropology, Forrest has pursued post-doctoral study in creation-centered spirituality with Matthew Fox and Brian Swinme, Native American cultures of the High Plains, and ecology and recreational impact to public lands (Institute of Arctic and Alpine Research, CU). Her pursuit of these interests, and her multi-disciplinary approach have led to a variety of professional and volunteer efforts, including several awards.

**Jules Levinson**  
**Religious Studies**  
B.A., Princeton  
M.D., University of Virginia  
Ph.D., University of Virginia

Jules Levinson graduated from Princeton University in 1975 with a B.A. in English. In 1976, Jules began studying the Buddhist religion and the Tibetan language at the University of Virginia under Dr. Jeffrey Hopkins and a series of eminent Tibetan lamas. He has taught at Naropa University, Stanford University, and the University of Virginia. In 1994, he received his Ph.D. in Religious Studies from the University of Virginia. Most recently, along with Lama Chôying Namgyel and Sangye Khandro, he has established the Light of Berotsana Translation Group for the translation of works from the Kagyû and Nyingma traditions.

**Liz Locke**  
**Interdisciplinary Studies**  
M.A., Ph.D. 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 myth of Orpheus and Eurydice in philosophy and film, and its continuing influence on the lives of contemporary women and men. She teaches courses on race, class, and gender; abstract thought; cultural anthropology; and cosmology in myth and physics for Naropa Core College and serves as director of B.A. Interdisciplinary Studies.

**Mark Miller**  
**Music**  
B.A., Marylhurst College  
M.F.A., California Institute of the Arts

Mark Miller 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 three albums of improvised duets, "The Story of Ba-Ku," "Prayers, Germs and Obsessions," and "World Without Cars," as well as two award-winning children's albums featuring Meg Ryan and Holly Hunter. With pianist Peter Kater, he has recorded nine albums including "Migration," "Honorable Sky," and "Ricochets," as well as sound tracks for television and Off-Broadway.

**Anne Zonne Parker**  
**Environmental Studies**  
B.S., University of California at Berkeley,  
M.A., Indiana University  
M.A., Ph.D. University of Oregon

Anne Parker has lived and traveled extensively throughout the Himalayas and Central 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, Shutan and India on indigenous agriculture. She led wilderness expeditions for many years with both the Sierra Club and Marble Mountain Expeditions and currently leads pilgrimages in the Himalayas.
Michelle N Pierce
Naropa Writing Center
B.A., M.A., (with distinction) University of New Mexico
M.F.A., Naropa University
Michelle N Pierce has taught courses in poetry, writing, pedagogy, and English communication at Sakuragaoka H.S. in Yokohama, Japan, University of New Mexico and Naropa University where she is the director of the Naropa Writing Center and founder of the Writing Across the Curriculum program. She has served on the Editorial Board of Blue Mesa Review and was the Co-Editor in Chief of Bombay Gin #27. Her first book of poems, co-written with Veronica Corpuz, is expected in fall 2002 by PUL UUSH.

Deborah Piranian
Transpersonal Counseling
M.A., Naropa University
Ph.D., University of Washington
Deb is the Director of Naropa’s Wilderness Therapy Track in the Transpersonal Counseling Psychology Program. She has been working with groups in the wilderness for over 20 years, focusing on wilderness therapy, women’s programs, and multinational groups in a variety of natural environments. She has over 25 years of climbing experience. She graduated from Naropa’s Art Therapy program. Her past work includes senior course director for Outward Bound and her own business as an organizational consultant specializing in leadership and team development. Deborah includes EMDR into her work as a psychotherapist.

Ven. Dzogchen Ponlop, Rinpoche
Religious Studies
Kā Rlapjampa (equivalent to D.Dik), Nalanda Institute
Acarya Degree, Sanskrit University
Rumtek, Sikkim
The Dzogchen Ponlop Rinpoche is acknowledged as one of the foremost scholars and educators of his generation in the Nyingma and Kagyü schools of Tibetan Buddhism. He received the Kagyü and Nyingma lineages of teachings and empowerments from His Holiness Karmapa, H.H. Dilgo Khyentse Rinpoche, and other great teachers. H.H. the 16th Karmapa recognized him as a reincarnate master, the 7th in the line of the Dzogchen Ponlop Rinpoches. Rinpoche founded and continues to direct Nitartha International, Nalandaabodhi, and the Nitartha Institute, which focus, respectively, on the preservation of endangered ancient texts, study and meditation training, and traditional Buddhist education.

Neena A. Rao, Ph.D
Environmental Studies
B.A., Poona University, India
M.A., Poona University, India
M.A., University, India
Ph.D., University of Hyderabad, India
Neeme Rao graduated with a Masters in Economics and later in History from the University of Pune, India. She completed her Ph.D. in "Environmental History" from the University of Hyderabad, India. She is a fellow of the Indian Council of Historical Research. Her research interests include conservation practices of indigenous people, ancient environment conservation practices, tribal folklore, and literature.

She has led literacy programs in India and is an active member of organizations that strive for the protection of the local environment.

Reginald A. Ray
Religious Studies
B.A., Williams College
Ph.D., University of Chicago
Reginald Ray came to Naropa University in 1974 to inaugurate the Buddhist Studies (now Religious Studies) Department. He has received a Fulbright-Hays Fellowship and two N.E.H. Senior Research Fellowships. He is a member of the Nalanda Translation Committee and was among the first group of Acharyas of the Shambhala lineage. Teacher-in-residence at Rocky Mountain Shambhala Center, he leads meditation programs including the month-long "winter dathun." His book, Buddhist Saints in India received a national book award from the American Academy of Religion. He has recently published two books on Tibetan Buddhism, Indestructible Truth and Secret of the Vajra World.

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 seventeeen years and has produced teaching materials and books. Among his publications is a book on the first Jamgon Kongtrul and the ri-me movement.

Laurie Rubenstein
Transpersonal Counseling
B.M., Berklee College of Music
M.M.T., Southern Methodist University
Laurie Rubenstein, M.M.T., MT-BC, L.P.C. is the founder and coordinator of the masters degree program in music therapy at Naropa University. She is also a registered music therapist with Hospice of Boulder County and is an Associate Trainer in the Bonny Method of Guided Imagery & Music. Laurie performs with local bands on fiddle, bass, conga drums, mandolin, and vocals.

Rabbi Zalman Schachter-Shalomi
Religious Studies
Ph.D., Hebrew Union College
Rabbi Schachter has held the World Wisdom chair at Naropa University and is professor emeritus at Temple Institute. He is a major figure in the Jewish spiritual renewal movement, presenting the central teachings of Hasidism and Kabbalah in a contemporary and heartfelt manner. He was ordained in 1947 and received a Ph.D. in 1968 from Hebrew Union College. He has published over 150 articles and monographs on the Jewish spiritual life, and has translated many Hasidic and Kabbalistic texts. In 1989 Rabbi Schachter founded the Spiritual Eldering Institute to meet the needs of the current generation of elders.
Andrew Schelling Writing and Poetics
B.A., University of California, Santa Cruz
Special Studies, University of California, Berkeley

Eleni Sikelianos Writing and Poetics
M.F.A., The Naropa Institute
Eleni has published three books of poetry including Earliest Worlds, The Book of Tendons, and To Speak While Dreaming. A new book length poem, California, is forthcoming. She has published translations of poems by the French poet, Jacques Roubaud, among others. Ms. Sikelianos has been a Princeton University Seeger Fellow, a Fulbright Fellow, received a New York State Council for the Arts Translation Grant, and twice won the Gertrude Stein Award for Innovative American Writing.

Judith Simmer-Brown Religious Studies
B.A., Cornell College
M.A., Florida State University
Ph.D., Walden University
Ph.D. Candidate, Columbia University
Judith Simmer-Brown has been a core faculty member in Religious Studies at the University since 1978. She lectures and writes on Tibetan Buddhism, women and Buddhism, Buddhist-Christian dialogue, and American Buddhism, and is an Acharya (senior dharma teacher) in the Shambhala Buddhist tradition. She is on the Board of the Society of Buddhist-Christian Studies, and a member of the Lilly Buddhist-Christian Theological Encounter. 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: Buddhist 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 rebuilding and musician. His work has been exhibited nationally and internationally, and has appeared in numerous publications. He has also practiced and taught Buddhist meditation for twenty-five years; directed Dorje Khyung Dzong, a rural retreat center, for six years; and Karma Dzong, an urban meditation center in Boulder, Colorado for three years. He is currently chair of the Visual Arts Department at Naropa, and cofounder of Mountain Water, an artist’s retreat in the wilds of southern Colorado.

Phillip Stanley Religious Studies
B.A., University of North Carolina-At-Chapel-Hill
M.B.A., University of Michigan
Ph.D. Candidate, University of Virginia
Phillip Stanley is chair of the Religious Studies Department. He received a Fulbright-Hays Fellowship for his doctoral research analyzing the Tibetan Buddhist canon. He is currently transferring his Tibetan canonical database onto the web with Columbia University and the University of Virginia. He is co-director of Nitartha Institute, which teaches the Kagyu scholastic tradition of Tibet. A member of the Naland Translation Committee, he has been a student of Trungpa, Rinpoche since 1974, and has taught Buddhism and Shambhala Training since 1981.

Nora Swan-Foster Transpersonal Counseling
M.A., A.T.R.-BC, Lesley College
Working as a registered art therapist with children and adolescents led Nora Swan-Foster to specialize in women’s issues and transitions around childbirth. She believes these transitions represent a living metaphor for personal growth and awareness. Along with a private practice, integrating art therapy and Jungian dream therapy, she does research with high-risk pregnancies at a Denver hospital.

Jed Scott Swift Environmental Studies
M.A., Lesley College
Jed Scott Swift is the Director of the Center for Ecopsychology at Naropa University. Jed has created and directed several successful educational organizations over the past twenty years. One of these organizations, JSS Seminars, brought the leading national voices in the fields of psychology, spirituality, business, and the environment to Colorado for public presentations. He subsequently founded the Colorado Sacred Earth Institute (CSEI) in 1993 to broaden awareness of environmental issues. In 1996 Jed co-founded and co-directed the Shavano Institute. Jed has also authored a chapter in The Soul Unearthed: Celebrating Wildness & Personal Renewal Through Nature, edited by Cass Adams.

Steven Taylor Writing and Poetics
B.A., Glassboro State College
Ph.D., Brown University
Steven Taylor has toured internationally as musical arranger and performer with many renowned artists including Allen Ginsberg, Anne Waldman, and The Fugs. He has taught summers at Naropa for more than ten years and has taught full time since 1995. He is currently chair of the Department of Writing and Poetics.
Pearl Ubungen  
*B.A., San Francisco State University*

Pearl Ubungen is a fourth generation Filipina American born and raised in San Francisco. Since 1990, Ms. Ubungen has worked as a choreographer/cultural activist, creating community-based projects that bring together art with culture, history, and place. Her process involves collaborative residences with diverse groups including immigrant and refugee communities. Ms. Ubungen has created eight major site-specific works in alternative public spaces—exploring homelessness, the Philippine American War, and the International Hotel Eviction. She has received numerous awards and commissions including the McKnight National Fellowship in Dance (2000), the Isadora Duncan Award (1997), and the SF Bay Guardian’s GOLDF (1994).

Anne Waldman  
*Writing and Poetics*

*B.A., 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 fur Dichtung in Vienna.

Sue Wallingford  
*Transpersonal Counseling*

*B.A., University of Kentucky*

M.A., The Naropa Institute

Sue has utilized art for healing in the mental health field for over 15 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.

Candace Walworth  
*Naropa College Core*

*B.A., University of Illinois*

M.A., Vermont College of Norwich University

Candace Walworth has over twenty years of experience as an educator in a wide range of settings. Before coming to Naropa she toured for six years with a professional theater company, the United Mime Workers. She served as chair of Naropa’s Foundation Year program for eight years, then helped design and develop the Naropa College core. Currently, she teaches Writing and Literature in the Core and has been instrumental in creating the Naropa Study Abroad program to South India. Her special areas of interest include peace and social justice studies, eco-literature, and wilderness-based rites of passage.

Karen Kissel Wegela  
*Contemplative Psychotherapy*

*B.A., University of Rochester*

M.A., Boston University

M.A., University of Denver

Ph.D., Union Institute

Karen Kissel Wegela directed the M.A., Psychology: Contemplative Psychotherapy Department for many years and continues to be a member of the department 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 & Masters in Contemplative Education*

*B.A., Mount Holyoke College*

M.A., The Naropa Institute

Lee was a founding faculty at Naropa University where she developed the Theater Studies B.A. She was also instrumental in creating the Interdisciplinary B.A. and the M.A. in Contemplative Education. She is one of a very few holders of the Mudra Space Awareness lineage—a performance training derived from Tibetan Yoga. She was a founding member, actress and teacher in Joseph Chaikin’s Open Theater, and is a senior student of Tibetan Buddhism. Her recent book, *Coming from Nothing: The Sacred Art of Acting*, outlines her contemplative acting method. Currently she is chair of the InterArts B.A.
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