# 2003/2004 Academic Calendar

## Fall Semester 2003
- New Student Orientation and Registration: August 18–22
- Last Day for All Students to Pay Tuition: August 25
- First Day of Classes: August 25
- First Day for All Students to Verify Financial Aid: August 25
- First Day for All Students to Pick up Cash Exchange Checks: August 26
- Convocation: August 28
- Labor Day Holiday (no classes, offices closed): September 1
- Last Day to Drop Courses without Financial or Academic Penalty*: September 3
- Last Day to Add Courses or Audits*: September 3
- Last Day to Add/Drop Courses or Add an Audit: September 3
- Last Day to Apply for Fall 2003 Graduation (Graduate Students only): September 19
- 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 3
- Community Practice Day (no classes, offices closed): October 14
- Required Spring Registration Begins for All Returning Students: November 10–14
- Last Day to Apply for Spring 2004 Graduation (Undergraduate Students only): November 21
- Thanksgiving Holiday (no classes, offices closed): December 27–30
- Last Day of Classes: December 12
- Make Up Day (for classes cancelled due to instructor illness or snow day): December 17
- Grades Due: December 17
- Winter Break: December 13–January 12
- Offices Closed: December 25–January 1

*Exceptions: Workshops and courses on alternate calendar

## Spring Semester 2004
- Last Day for All Students to Pay Tuition & Fees: January 5
- New Student Orientation and Registration: January 5–9
- First Day of Classes: January 12
- First Day for All Students to Verify Financial Aid: January 12
- First Day for New Students to Pick up Cash Exchange Checks: January 14
- Martin Luther King Holiday (no classes, offices closed): January 19
- Last Day to Drop Courses without Financial or Academic Penalty*: January 21
- Last Day to Add/Drop Courses or Add an Audit: January 22
- Last Day to Apply for Graduation: February 6
- Last Day to Apply for Spring 2004 Graduation (Graduate Students only): February 8
- Last Day to Withdraw from Courses: February 21
- Shambhala Day (no classes, offices closed): February 23
- Deadline to Apply for Preferred Financial Aid for Fall: March 1
- Community Practice Day (no classes, offices closed): March 20
- Spring Break: March 20–28
- Fall & Summer Registration Begins for All Re-Returning Students: April 12–16
- Last Day to Apply for Summer or Fall 2004 Graduation (Undergraduate Students only): April 17
- Last Day of Classes (Dependent upon Shambhala Day): May 7
- Make Up Day (for classes cancelled due to instructor illness or snow day): May 6
- Commencement: May 8
- Grades Due: May 10

## Summer Semester 2004
- Academic Summer Session: May 25–July 19
- Fourth of July Holiday (no classes, offices closed): July 4
- All Summer Grades Due: July 26
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Academic Degree Programs

Naropa University offers the following degrees:

Bachelor of Arts
With majors in:
Contemplative Psychology
Body Psychology
Contemplative Religion and Western Psychology
Expressive Arts and Well-Being
Psychology of Health and Healing
Transpersonal & Humanistic Psychology
Early Childhood Education
Environmental Studies
American Indian Studies
Anthropology
Ecology
Ecopsychology
Horticulture
Sustainably Built Environment
Interdisciplinary Studies
Music
Religious Studies
Traditional Eastern Arts
Visual Arts
Writing and Literature

Bachelor of Fine Arts
Performance

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

BA Certificates
Contemplative Psychology
Early Childhood Education
Music
Religious Studies
Traditional Eastern Arts

Master of Arts
Contemplative Education (Online)
Engaged Buddhism
Environmental Leadership
Into-Tibetan Buddhism
Into-Tibetan Buddhism with Language
Gerontology
Psychology: Contemplative Psychotherapy
Religious Studies
Somatic Psychology
Body Psychotherapy
Dance/Movement Therapy
Ecopsychology
Transpersonal Counseling Psychology
Art Therapy
Counseling Psychology
Music Therapy
Wilderness Therapy

Master of Divinity
Master of Fine Arts
Creative Writing (Online)
Writing and Poetics
Poetry
Prose
Translation
Theater
Contemporary Performance
Leqo Based Actor Created Theater*

Master of Liberal Arts
Creation Spirituality
Graduate Certificate
Ecopsychology

*Pending NCA Approval
From the President

Between the covers of this catalog you will find an extraordinary vision. Its origins lie deep in the recesses of the human heart, developed over the years in complementary ways in East and West. That vision possesses a unique relevance to the challenges of living a meaningful life in the twenty-first century—meaningful for oneself and for others. I urge you, whether high school student, college student or college graduate, to become familiar with the range of programs we offer, particularly those of personal interest to you. They embody what we call “contemplative education.”

One way of understanding what this means is to see Naropa University as situated at the confluence of two great traditions—Buddhism, with its roots in Asia, and liberal education, with its roots in Western Europe. We aspire to capture the best of both. If you are interested in an undergraduate education, look carefully at how our eight “Core Areas” lay the foundation for a unique array of major programs. Throughout, our concern is to help you develop your own intuitions and self-knowledge, your analytic and communications skills, as part of the discipline of learning about yourself and about the natural and social world. If you are interested in graduate education, notice how our programs build on your undergraduate major and/or professional experience and help you toward fresh ways of engaging our contemporary world constructively and in ways that are personally meaningful. In all programs you will work with a faculty that is second to none in its interest in working with students on their cognitive, emotional and spiritual growth. Their commitment arises from the fact that they are themselves perpetual learners. They know that you will bring to the classroom a unique presence, with insights and opportunities they have never met before. Their understanding of their disciplines and of themselves is deepened by interacting with you. It is this blend of East and West, of coming to know the inner as well as the outer world, that makes Naropa University such a remarkable community of learners.

Welcome to it!

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

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

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

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

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

Combined with the Western university tradition of observation and discovery, is the traditional Buddhist approach to learning based upon the three preññas 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. To encourage the integration of world wisdom traditions with modern culture;

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. To be 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 three campuses in the city of Boulder, Colorado: the Arapahoe campus on 3.7 acres in central Boulder, the Paramita campus at 30th Street in north Boulder and the Nalanda campus in east Boulder. 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). The Nalanda campus is the center for the performing and visual arts. The campus houses the Bachelor of Fine Arts program, art studios for Visual Arts and the TCP Art Therapy program and an events center for Extended Studies and Naropa community events. Naropa University’s branch campus located in Oakland, California, houses the Master of Liberal Arts degree in Creation Spirituality. Approximately 1,116 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, a cosmopolitan town of 100,000 and also home to the University of Colorado, 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 relevance 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, “contemplative education,” 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, to clarify 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 and 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 seek 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, Chögyam Trungpa Rinpoche, was a lineage holder of both the Kagyu and Nyingma Buddhist traditions. In 1959 after the Chinese invasion, he escaped Tibet through the Himalayas to northern India. Like His Holiness the Dalai Lama and other exiled teachers, he continued to teach and transmit the wisdom of the Buddhist dharma. In 1963, he received a Saubdung 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 and 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 Arahaplo campus, Tuesdays and Thursdays at 3:30 p.m. (by appointment) at the Nalanda campus and Monday, Wednesday and Friday at 3:30 p.m. at the Paramita campus (by appointment) 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 Arahaplo Avenue, Boulder, Colorado 80302-5697, 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 DEADLINES 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
• January 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 or in a sealed envelope
• a high school transcript for all applicants with fewer than 30 semester college credits
• Official score sheets from ACT and/or SAT (optional but recommended)

The Office of Admissions strongly encourages applicants to submit a completed application. This means that all letters of recommendation and transcripts should be sent to the applicant in a sealed envelope and an entire application should be sent to the Admissions Office by the suggested deadline.

Transfer Students
Students who have completed 45–60 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. Residency is required in the first semester.

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.

Music
Supplemental application, 15-minute tape of music or audition

Interdisciplinary Studies
Supplemental application

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 writing sample
BFA in Performance

This degree accepts first-time freshmen as well as transfer students. Transfers are evaluated on an individual basis and are assessed for their background in arts training (dance, theater and voice) and general education requirements. All students are required to submit the application for Naropa College as well as a supplemental application. Auditions are highly recommended but not required.

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 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 (HUM 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 BA department except Environmental Studies, Interdisciplinary Studies 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 45 lower-division credits are eligible to declare a major. To best prepare for the major declaration process, students should meet with their advisor throughout their first two years at Naropa in order to gain advice on how to complete graduation requirements and fulfill any prerequisites needed to enter the major of his or her choice. To view major prerequisites, please consult the following pages of this catalog.
From One BA Major to Another

Students who wish to change from one BA major to another must fill out a "change of major" request form (available outside the 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 the student may not have time to fulfill requirements for graduation.

From a Certificate to a BA Program

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

From a BA to a Certificate Program

Students who wish to change from a BA to a certificate program must fill out a "change of major" request form (available outside the 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 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 45 credits or more, he or she 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

- January 15 for summer semester admission (MFA Writing & Poetics, MFA Creative Writing, MA Contemplative Education, MA Transpersonal Psychology, and the graduate certificate in Ecopsychology)
- January 15 for fall semester admission
- October 15 for spring semester admission (MFA Writing & Poetics, MA Gerontology & graduate certificate in Ecopsychology only)

The MLA in Creative Spirituality in Oakland, Calif., admits students for both fall and spring semesters. Please contact the Admissions Office in Oakland for more details: (510) 835-0564, ext. 13.

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 or in a sealed envelope with the application
- 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

The Office of Admissions strongly encourages applicants to submit a completed application. This means that all letters of recommendation and transcripts should be sent to the applicant in a sealed envelope and the entire application should be sent to our office by the suggested deadline.

Applications will be reviewed after the Admissions Office receives all the aforementioned materials. For many programs, selected applicants are required to come to the university for an interview. International applicants are strongly urged to come to campus for an interview if they receive an invitation from the Admissions Committee, however occasionally telephone interviews may be substituted. If an overseas applicant is granted a phone interview, the phone call will be at the expense of the applicant.
Additionally, each degree program may require additional information or materials from applicants. Program admission requirements are detailed below:

**Graduate Admission Requirements by Degree Program**

**MA, 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 desirable.

Students will either need to work or volunteer in the teaching field throughout the program. Formal mediation, as well as a variety of mindfulness-awareness activities, is highly recommended, but not required and reference to one's mediation experience should be included in the statement of interest. A supplemental application and telephone or in-person interview are also required. Since much of the program is offered online, a technology form is required.

**MA, Creation Spirituality**

Students interested in this degree, which is offered at our branch campus in Oakland, should contact the campus directly at (510) 835-4627, ext. 19 and request an Oakland campus catalog.

**MA, 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 dethun are also required.

**MDiv, Master of Divinity**

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

**MA, Environmental Leadership**

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

**MA, Gerontology**

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

**MA, 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.

**MA, Psychology: Contemplative Psychotherapy**

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

**MA, Somatic Psychology**

All applicants must have strong academic skills, be motivated to work with others and demonstrate a high level of movement 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" or above from an accredited college must be completed in each of the following:

- Introduction to Psychology
- Abnormal Psychology
- Anatomy
- Kinesiology

Additional requirements for each program in somatic psychology are as follows:

**Dance/Movement Therapy**

1. A bachelor's degree preferably in a field related to dance therapy and the helping professions.
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.)
**Body Psychotherapy**

1. A certificate and documentation of training, for a minimum of 400 hours, in an approved body/mind discipline. Some forms that have been approved are Rolffing, Aston-patterning, body-mind centering, Lomi, Hakomi, Alexander, Feldenkrais and some massage certifications. Other forms will be evaluated by the department.

**MA, Transpersonal Psychology (Online)**

Applicants must 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 a supplemental application, a technology form and a telephone interview.

**MA, Transpersonal Counseling Psychology**

The MA 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)
5. An on-campus 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. Twelve credits in psychology coursework credits including nine listed above and three additional.
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 art including: painting, drawing and three-dimensional work and a description of the work.

**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
2. Two-week wilderness course (or equivalent)

**MFA, 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

**MFA, Writing and Poetics**

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

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

**MFA, Creative Writing (Online)**

In addition to the standard application process, admission requirements include:

1. A writing sample consisting of either thirty pages of prose fiction or fifteen pages of poetry.
2. Supplemental application
3. Technology form

**TUITION DEPOSIT**

Once a student is accepted, a non-refundable, non-transferable deposit of $230 must be paid by April 15 to reserve a space in the program. This deposit is returned to an enrolled student 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, the student may, with permission of the Office of Admissions, defer his or her application materials up to one year. Acceptance, however, is not guaranteed and academic departments may require a student to submit new materials or 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 or her studies.
International Student Admissions

International students are a valued part of Naropa community and are encouraged to apply. The university currently has 79 international students representing 29 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 213 or better on the Test of English as a Foreign Language (TOEFL) for undergraduate students and 250 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). For low-residency programs, documentation of the time spent on campus is required. A "source of funds" form is available on the web. 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 2003/04 in-residence students must show proof of $28,500. For 2004/2005, they must show proof of $29,000.

3. The Admissions Office receives the following information about the applicant and any dependents (spouse or children) that may be accompanying the applicant: first and last name, birth date, country of birth and country of citizenship.
4. The student has paid the $250 confirmation deposit. The deposit can be paid in two ways:
   • In U.S. dollars, 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 admission 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 people to take Naropa classes for credit as part-time (0-11 credits), non-matriculated students. These students need not apply for admissions. They should contact the Registrar's Office. Written permission must be gained from the department head and not all courses are open to this program. Courses are on a space-available basis only.

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

4. 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 Naropa's 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 prior to
the end of the drop/add period. Payment is due the
Monday before the first week of class 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.

Returned Checks

All returned checks may be subject to a $20 returned
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 returned 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 uncollectible 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.

For questions about your bill or for more information about
payments, please contact the tuition cashier by e-mailing
bursar@naropa.edu
or by calling
(303) 546-3554.
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 $550
Undergraduate Tuition $543
Audit $25
Portfolio Credit $150

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 for on-campus students $20
Summer if registered or requested (subject to change by RTD) $15

Late Fees
Late Application Fee 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 per page $3
24-hour Service (in addition to transcript fee) $10
Overnight Express Delivery
Actual cost charged by FedEx Replacement Diploma $30

FAILURE TO PAY TUITION
If a student fails to pay his or her 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 disenrollment.

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% 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 he or she 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>What Form to Use</th>
<th>What Appears on Transcript</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First 7 Days</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall: 8/25-9/3</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Spring: 1/12-1/21</td>
<td></td>
<td></td>
<td>100% fees</td>
</tr>
<tr>
<td><strong>Day 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall: 9/4</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Spring: 1/22</td>
<td></td>
<td></td>
<td>100% fees - $50 late fee</td>
</tr>
<tr>
<td><strong>Days 9-15</strong></td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>80% tuition</td>
</tr>
<tr>
<td>Fall: 9/5-9/12</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 1/23-1/30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>50% tuition</td>
</tr>
<tr>
<td>Fall: 9/13-9/19</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 1/31-2/6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>20% tuition</td>
</tr>
<tr>
<td>Fall: 9/20-9/26</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/7-2/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Fall: 9/27-10/3</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/14-2/20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>No further changes allowed</td>
<td>Course title grade of “F” (including for no-shows)</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Fall: 10/4-on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring: 2/21-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>What Form to Use</th>
<th>What Appears on Transcript</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until midnight of the Thursday before the workshop</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>After midnight of the Thursday before the workshop</td>
<td>No form</td>
<td>Course title &amp; letter grade, including “F” 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

University-funded financial aid programs, in coordination with federal financial aid programs, provide assistance to students enrolled in Naropa’s degree programs. Approximately 70 percent 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 1 for FAFSA, April 1 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). Scholarship applications are due April 1, unless otherwise indicated.

For Undergraduate Students

Naropa Scholarships

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. Decisions are based on the student’s admissions application. Students must be accepted into a program before being considered for this scholarship. The scholarship is renewable, but subject to review of financial need and GPA. The Naropa University supplemental scholarship application is not required for this scholarship.

Gerald Red Elk Scholarship

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

Zora Neale Hurston Scholarship

Awarded to selected students from diverse cultural and ethnic backgrounds for one session of the Summer Writing Program. The award amount covers partial 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 Scholars

Awarded to one incoming lesbian, gay, bisexual or trans-gendered (LGBT) 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 LGBT community; and a one-to-three page essay describing the student’s current and past involvement in LGBT issues and how the student plans to continue involvement as an LGBT activist at Naropa University. Applications may be submitted to the director of financial aid, and will be reviewed by a committee, among whom are “out” LGBT students, faculty, staff and alumni. Recipients must maintain a GPA of at least 3.5, and are required to play an active role in Naropa’s LGBT student organization, as well as the Diversity Task Force.

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 Music student nominated by Naropa’s Music Department or by Admissions. The award amount is $500 and is based on need.
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. Material should be submitted to the Office of Financial Aid.

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. Recipients and amounts awarded are announced in May. In addition to having financial need as evidenced by the FAFSA, the supplemental scholarship application, and the international application—if applicable, applicants must: (1) Submit a resume, cover letter and letter of recommendation from faculty, staff, advisor, SUN member or supervisor. (2) Have a GPA of 3.0 or higher from study at Naropa. It is not necessary to submit a transcript. (3) Submit a 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 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. It is possible for an applicant without financial need to receive an award of recognition without receiving the scholarship.

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 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 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 MFA in Theater or BFA student. 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 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.

Aimee Grunberger Award
Awarded to one female graduate or undergraduate writing and poetics student who is over 30 years of age and who demonstrates excellence in the field of poetry. The award amount is $500, which will be applied to one session of the Summer Writing Program. Qualified students may contact the Summer Writing Program to receive an application.

For Graduate Students
Naropa Scholarships
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. Decisions are based on the student’s admissions application. Students must submit an application before being considered for this scholarship. The scholarship is renewable, but subject to review of financial need and GPA. The Naropa University supplemental scholarship application is not required for this scholarship.

Monastic Scholarship
Awarded to one graduate 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. Contact Naropa’s Religious Studies Department for more information.

The Martha Bonzi Scholarship
Awarded to one entering MA student in the Religious Studies Department 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 MFA Writing and Poetics student of minority ethnic background per year. The award amount is $3,000–$4,500 per student. The scholarship is based on a demonstration of creative and academic excellence. Selection of the recipient will be based on an assessment of the admissions application. Students who wish to be considered for this scholarship should include a brief statement to
this effect with their 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 MFA Writing and Poetics student per year. The award amount is $2,000, which will be applied toward the student's second Summer Writing Program tuition. Students should submit a 750- to 1000-word essay (five-to-seven pages) discussing Burroughs' influence on the arts in general or on particular genres to the Summer Writing Program Office. The application deadline is April 15. The supplemental scholarship application is not required.

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

Aimee Grunburger Award
Awarded to one female graduate or undergraduate writing and poetics student who is over 30 years of age and who demonstrates excellence in the field of poetry. The award amount is $500, which will be applied to one session of the Summer Writing Program. Qualified applicants should contact the Summer Writing Program to receive an application.

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 ranges from $600–$1,800 and may be divided among recipients. 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.

Owen Weber-Weinstein Scholarship
Awarded to one incoming or returning student in Wilderness Therapy, Religious Studies or an outstanding student who has formulated independent study or religious pilgrimage that will enhance their field of study. The amount of the award is $1,500 and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation and a 1–2-page essay describing dedication to the course of study and vision for the future use of the Naropa degree. Applications should be submitted to the director of financial aid in conjunction with the academic department involved. Returning students applying for the scholarship must have at least a cumulative GPA of 3.5. Incoming students' admission application and departmental recommendations will be considered in lieu of a GPA.

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 $2,000 to $6,000 per person. In addition to having financial need (as evidenced in the FAFSA, the supplemental scholarship application, and the International Application—if applicable), criteria and procedures for applying are as follows: (1) Applicants must be at least half-time (minimum six credits) for at least one semester during the award year for which the student is applying. (2) Applicants must submit a resume and a letter of recommendation from a faculty member, advisor, SUN member or staff. (3) GPA from study at Naropa must be 3.5 or higher. (4) Applicants must submit a letter of application/essay (five pages maximum) that articulately describes several or all of the following: (a) personal journey to Naropa University and path encountered while a student here. If applicable, include evidence and discussion of transformation and connection or outstanding initiative and resourcefulness, as well as obstacles encountered on the path. (b) 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 course of study, and vision for the future use of the Naropa degree. Please submit applications to the director of financial aid. Please note that a FAFSA must have been submitted by the March 1 deadline for U.S. students. Recipients are announced in early May. Money will be dispersed in the subsequent academic year. It is possible for an applicant without financial need to receive an award of recognition without receiving the scholarship.
Naropa Writing Center (NWC)
Writing Fellows
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 disciplines are invited to apply, particularly candidates who will contribute to the diversity of the NWC. For information regarding training, duties and opportunities, please call (303) 245-4606. Applications are available in March and are due in July. The rate of pay is $10 per hour, 4-6 hours per week, with other opportunities available in the second year of employment.

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 and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation (including letter of recommendation in the application) and a 1-2 page essay describing 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 MFA in Theater or BFA student. 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 (including letter of recommendation included in the application) and a 1-2 page essay describing current and past involvement with 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 Performing Arts Department for more information at (303) 546-3519.

Institute of American Indian Arts
Each year, the Summer Writing Program at Naropa works with the Institute for American Indian Arts in Santa Fe, New Mexico, to offer a summer scholarship to one BA student from IAIA. This student is chosen by IAIA faculty in consultation with the Naropa faculty. The student receives full tuition for the Summer Writing Program for six BA credit hours as well as housing costs from mid-June to mid-July. For more information please contact the Summer Writing Program Office at (303) 546-5296.

Bruce Davis Memorial Scholarship
For qualifying employed teachers of pre-K through grade 12. Scholarship funds will be applied to non-credit conference fees for the one-credit summer education conference. A part of the master 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 hometown.


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 your state’s department of education to explore this possibility.
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 20 hours per week within the university at a pay scale beginning at $7/hour. The rate of pay can increase to $8 or $9/hour depending on the level of skill and the complexity of duties required by the job. Students may not work more than 20 hours per week during the academic year. 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/hour. The rate of pay can increase to $8 or $9/hour depending on the level of skill and the complexity of duties required by the job. 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 Affairs Office. Students may also contact offices and departments directly regarding possible positions. Students receive monthly paychecks for the hours worked each month. Although the university funds a large student employment program, employment is not guaranteed for every student. Hiring is at the discretion of the area supervisor.

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

| Freshman Year | $6,625/year |
| Sophomore Year | $7,500/year |
| Juniors and Seniors | $10,500/year |
| Graduate Students | $18,500/year |

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%) non-need-based loan. Students who do not qualify for the federal Stafford loan or who wish to apply for more than the annual limit for the Federal Subsidized Stafford Loan may qualify for this loan. All the terms are the same as for the Federal Stafford loan except that interest begins accruing immediately. For dependent students, the annual limits for the combination of federal subsidized and unsubsidized Stafford loans cannot exceed the annual limits for the subsidized Stafford.

For independent students, the annual limits for the combination of subsidized and unsubsidized Stafford are as follows:

| Freshman Year | $6,625/year |
| Sophomore Year | $7,500/year |
| Juniors and Seniors | $10,500/year |
| Graduate Students | $18,500/year |

FINANCIAL AID PROGRAMS FOR UNDERGRADUATE STUDENTS ONLY

Naropa University Grant
Awarded to full-time, degree-seeking undergraduate students with high financial need. 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 $4050 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).
3. International Students must complete the International Student Application.
4. 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
an over award 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 students who are only registered for
extended manuscript. There is a possibility that
financial aid will be available for undergraduate
certificate programs. Check with the Financial
Aid Office.

6. Students must maintain satisfactory academic
progress in order to continue receiving financial
aid. It is every student's responsibility to know this
policy as described in this catalog.

If a student receives financial aid, he or 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 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 grants and institutional
scholarships (see the scholarships 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 applications 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 $8,000 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 April 1 for the next academic year; however, late
applications will be accepted. Current international
students must submit the financial aid application by
the April 1 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;

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
reapply 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 2004,
the 2004/2005 FAFSA will be available. This form
must be completed to apply for aid for summer 2004,
FAFSA income questions relate to earnings during
the 2003 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 admissions
application must be complete in order to receive a
financial aid eligibility letter. Students are strongly
encouraged to file the FAFSA on the web at

Please Note:

For continuing students the FAFSA must be received
by the federal processor by March 1 in order to be
considered on time for the first step. In order to do this,
tax returns must be completed before March
1. If this is not possible, complete and mail the
FAFSA by March 1 using estimated income
(estimated 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
income 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 submit-
ting 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
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 signed copy of federal tax returns and submit the tax returns, W-2s and the verification worksheet to the Financial Aid Office. If the student filed the FAFSA based on estimated tax returns, a signed copy of his or her tax returns and W-2’s 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 and the student has been accepted to a degree program, 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 he or she is eligible. The cover letter must be read thoroughly since the student is responsible for understanding all the information contained in this letter if he or she 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, he or she must complete the additional steps listed below.

5. Required Paperwork and Procedures for Student Loans

These forms are enclosed with the Financial Aid Eligibility Letter. Loans 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. All materials should be submitted at least four weeks prior to the start of the semester. These forms are completed once per academic year.

1) Budget Worksheet
2) Financial Aid Quiz
3) Stafford Loan Promissory Note (MPN)—for first-time Stafford loan borrowers or students who wish to change their lender.
4) 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.

The student signs an 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 revised budgeting worksheet on time and signed award letter, but no longer fills out and signs the MPN.

***Perkins Promissory Note (undergraduates only)—to be signed each semester you receive a Perkins Loan. If you are a new student, you will sign the promissory note for your first semester during orientation week at the loan counseling session.

Returning students will receive the fall semester promissory note with their financial aid packet.

You must come to the Financial Aid Office in December to sign the spring promissory note.

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 available 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.

4. Requesting Additional Loan Money

If the student has not already requested the full loan amount as indicated on the eligibility letter and would like to request more loan money during the course of the academic year, then the student must submit a Request for Additional Funds (available from the Financial Aid Office). 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 summer as for fall and spring. If students are enrolled less than half-time (six credits) for any semester, including summer, they are not eligible for financial aid for that semester. Exception: PELL-eligible undergraduates may be eligible for partial PELL grants even if enrolled less than half-time. Students 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 (Sikkim, Bali, South India and Prague) and are program students at 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 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 "WF," "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 GPA 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% 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 his or her 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 the student's Bursar account is considered an overpayment of financial aid, and must be returned to the financial aid accounts.

**Withdrawal during the Semester**

The student's withdrawal date is the date the student began the withdrawal process by turning in the "withdrawal request" form or the "leave of absence request" form to 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%, institutional aid will also be reduced by 50%.

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

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

**Example**

Kerry withdraws from Naropa on the 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% of the semester. Therefore, Kerry earned 15% of the federal aid awarded to her. If she received $4000 in federal aid, then the amount of earned aid is $4000 x 15% = $600. Since $600 is earned aid, the remainder ($4000-$600) of $3400 must be returned. Assume that institutional charges (tuition and fees) totaled $3600 for the semester. The school is responsible for returning the lesser of:

The unearned Title IV disbursements ($3400), or the unearned 15% of 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% reduction in tuition ($3600 x 80%), so tuition would be reduced to $720 ($3600 x 20%). Since Naropa originally applied $3600 of the student's federal aid to the tuition and then returned $3060 to the federal aid programs, Naropa now has only $540 applied to Kerry's tuition. This means that Kerry owes Naropa $180 ($720-$540) towards tuition. If Kerry's federal aid consisted entirely of loans, then she may return the $340 she owes to the federal government in accordance with the terms of the promissory note. She will need to contact the Bursar's Office to settle her outstanding tuition bill, however.

**Order of Refunds**

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

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

**Estimated Costs**

**Tuition and Fees:** Please refer to "Paying the Bill."

**Living Expenses:** Living expenses in Boulder are estimated to be approximately $1300 to $1400 per month.

Please feel free to contact the Financial Aid Office with any questions, concerns or if you need any additional information. Phone (303) 442-0792. E-mail finaid@naropa.edu, website http://www.naropa.edu.
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 of work. 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 Arapahoe 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 west 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. Public transportation by bus is available from Denver International Airport. For RTD public bus information call (303) 297-6000. For shuttle information, call (303) 277-0000. For a taxi, call (303) 442-2277.

Paramita Campus

Take U.S. 36, which becomes 28th Street. Turn east on Arapahoe Avenue. Take a left onto 30th Street. 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 Vailmont Road.

Nalanda Campus

Take U.S. 36, which becomes 28th Street. Turn east on Arapahoe Avenue. Follow Arapahoe Avenue east to 63rd Street. Take a left onto 63rd Street and your first left into the parking lot.

DISABILITY SUPPORT SERVICES

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

A student with a disability must make his or her needs known to the A.D.A. coordinator (dean of students). 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.

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 intention of Sangha House is 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 website at www.naropa.edu/housing/resources.html. Students may also contact Student Affairs for a copy. This brochure also lists websites for local newspapers, chamber of commerce, businesses that provide databases of rentals, short-term stay options and more. The Arapahoe and Paramita campuses both have housing bulletin boards adjacent to their student lounges.

For personal assistance and answers to questions, our housing resource specialist is happy to talk to you on the phone, in person or via e-mail. The specialist can help you find other Naropa students to rent with and answer questions about Boulder and renting here. Student Affairs is here to help students be effective in their housing searches. We suggest students consider which campus they will be on for most of their classes when considering where in the city to live.

Our Paramita campus is in northeast Boulder and is the hub for these MA programs: Gerontology, Somatic Psychology, Transpersonal Counseling and Contemplative Psychotherapy. The remaining MA and BA programs hold most of their classes at the Arapahoe campus, in downtown Boulder. You might consider living near your particular campus to reduce the need to have to drive to campus and park.

TRANSPORTATION OPTIONS
Naropa University, recognizing the positive effects of public transportation, provides all faculty, staff and students with the RTD EcoPass and access to Naropa’s bike fleet. The expanding population of Boulder County is causing increased traffic congestion, at times dangerous air pollution levels and an extreme need for alternative transportation. Naropa University’s Arapahoe campus has very limited and expensive parking. Students, staff and faculty are encouraged not to drive to campus. Transportation has become an issue of health rather than one just of convenience. www.naropa.edu/transportation.html

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

Living Near 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 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 Kosien Call (303) 245-4747 from 9 a.m. to 5 p.m., Monday through Friday. E-mail: yun@naropa.edu
NEW STUDENT ORIENTATION
Every fall and spring semester, an orientation and registration week precedes the first day of classes. All students that are new to Naropa University are required to attend the orientation. Contact Admissions for the dates of orientation for your program. 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 staff, returning students and faculty. During this time students are oriented to their degree programs and curriculum, register for classes and meet faculty and administration. Returning students, trained to serve as Orientation Leaders, facilitate small groups throughout the week to give new students a place to connect, to talk about hopes and fears and to hear what it's really like from a returning student's perspective.

COUNSELING
On-Campus Counseling
Naropa provides short-term counseling services for all degree-seeking students through the Student Affairs Department's on-campus counselor. The counselor is available to help students regain their ground, identify needs, assess the severity of their situation, provide any necessary intervention and connect them with community resources. She works with a variety of issues such as: sexual preference, sexual identity, depression, anxiety, extreme moods, sex assault/violence, trauma, substance abuse, cultural diversity issues, body image and more. The on-campus counselor may be reached at (303) 245-4697 or tsfni@naropa.edu. Her office is located in Student Affairs on the main floor in the Administration Building on the main campus. You may contact her for an appointment.

Off-Campus Subsidized Counseling
In addition to on-campus counseling services, all degree-seeking students are entitled to subsidized short-term counseling with a fully trained therapist who provides up to six sessions per student each fall and spring semester. Help is available for depression, stress management, eating disorders, substance abuse, relationships and personal issues. The fee is a sliding scale that goes as low as $20 per session. Getting started is easy; students simply schedule an appointment with the on-campus counselor in Student Affairs. If the counselor is not available, students may also schedule an appointment with the assistant dean of students. 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 contacting 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 Mudre 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 alumni. Students may meet with Naropa's career counselor for individual counseling related to career exploration and planning, career testing, help with resumes, cover letters and interviewing, job search strategies and resources and job referrals for part-time jobs or volunteer work. Talks and workshops are given on various career topics throughout the school year.

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. 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.

STUDENT LEADERSHIP
Student Affairs promotes a variety of student leadership opportunities to facilitate student learning. One option is SUN (Student Union of Naropa), which is Naropa University's student government. SUN has seven officers who serve on many faculty and staff academic committees, as well as the SUN Core Committee.
Another option for students is serving as an orientation leader during new student orientation. Students may also serve as a peer mentor for new students during their first semester. Student leadership opportunities also include being involved in one of the numerous student groups on campus or starting a group. For more information contact Student Affairs.

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 Hacksacks 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 Boulder'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.

These groups have been active within the last academic year:

Andrew Cohen Study Group
Anime Club
Art of Living Group
Bollywood Club (student literary magazine)
Coalition for Justice in Palestine
El Centro de la Gente (multicultural center)
Cooperative Housing Resource
Drum Circle Spirit
Founders' Society
Garuda Theatre
Gay Lesbian Bisexual Transgendered Queer Group
Greenworks (environmental and activist group)
International Students' Group
Kavyanatra Printing Press
Mandala Sun Ensemble (music)
Naropa 12-step Group
Naropa Men's Group
Naropa Social Meditation Club
Naropa United Football Club
(Soccer, part of Boulder league)
Naropa Zen Group
Outdoor Club
Pro Peace Group
Renewable Energy Coalition
Students for Compassionate Action
SUN (Student Union of Naropa)
Tendrel Collective
(Publishes Tendrel, Naropa's diversity journal)

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 5% 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

There are two computer labs for the use of the Naropa community. The main lab is located in the Administration Building basement on the Arapahoe campus. There is a smaller lab on the Paramita campus.

There are currently a total of fifty Windows 2000 PCs and three Macs in the main lab, while there are 12 Windows 2000 PCs and two MACs in the Paramita lab. Both labs have laser printers and scanners available. 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 with use of the hardware 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 poetry, 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 poema format.

The library has audio and videocassettes, 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 Artemisia Gallery, an art gallery that displays the work of artists from the Naropa community.

NAROPA WRITING CENTER
The Naropa Writing Center (NWC) provides a respectful, collaborative environment for writers at all skill levels in the Naropa community (students, staff, faculty, alumni). Staffed with graduate students with extensive writing experience, the center can assist you at any stage in the writing process, from brainstorming and organizing to revising and documenting. The NWC is a free drop-in service, though we do have appointments available for non-native speakers of English and writers with particular learning needs. In addition to one-on-one consulting, the NWC also offers free writing skills workshops each semester. Please contact us for more information.

Location: Nalanda basement
Hours: Monday-Thursday 10-6 and Friday 10-2
Phone number: (303) 245-4606
E-mail: nwc@naropa.edu

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, Chogyam 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 especially designed rooms. These five custom-built maitri rooms are available to participants in the maitri courses offered through the MA Contemplative Psychotherapy, BA Contemplative Psychology and Early Childhood Education programs.

NAROPA CAFÉ
A small, independently operated kitchen is housed in the center of the Arapahoe and Paramita campus locations, offering both warm and cold snacks and gourmet meals. The café at the Arapahoe campus is open from 8 a.m. to 7 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 p.m. Monday through Friday.

NAROPA CAMPUS STORES
The Naropa Campus Stores stock books, periodicals and journals, many of which are used in university courses. They offer an in-depth selection of titles in contemplative religion, psychology, environmental studies, literature and poetry. Art supplies, school supplies, stationery, snacks, ice cream, cold drinks, T-shirts and personal care items are also available. The bookstores are located on both campuses. 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 10:30 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.

HEDGEROW FARM
Hedgerow Farm is a 20-acre organic farm that is owned by Naropa University 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.

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, as well as all information disseminated through the student's Naropa student e-mail account.

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 involving greater diversity in 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 and staff have a right to be free from discrimination. The university does not discriminate on the basis of gender, race, color, body shape, religion, disability, status as a veteran, national or ethnic origin, marital status, age or sexual orientation in its educational programs and activities, admissions policies and employment practices.

Students, staff and faculty who believe they have been discriminated against may pursue their complaint through the Diversity Task Force Resolution 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.
Academic Information

"Education here isn't just a slip of paper, it is a fundamental understanding of your own mind."
—Naropa 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 MFA program in Writing and Poetics also has a required four-week summer session. The summer session generally runs for eight weeks. Students in degree programs may take summer courses for credit toward a degree contingent on prior approval by their advisors.

Academic Advising

Each student will be assigned an academic advisor, either a faculty member or someone specially trained as an academic advisor. With the help of the academic advisor, each student is responsible for ensuring that all departmental and university academic requirements are met in order to graduate. The academic advisor guides the student throughout the academic program and helps assure that the student is working towards satisfying all graduation requirements, and is developing a coherent curriculum. It is the advisor's responsibility to approve course selection for the student before each semester's registration and to consider requests for independent study and private music lessons. 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 3A requirements. The Registrar's Office makes a final evaluation of the student's academic record when the student applies for graduation.

COURSE REGISTRATION

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 midnight the Thursday before 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, private music lessons, audited courses and courses taken through consortium agreement. 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, courses taken through consortium agreement and audited courses) is limited by restrictions that are designed to protect academic integrity at Naropa.

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 clear the student to register through web registration and sign any supplemental registration applications that may be required (such as those for independent study or private music lessons). At new student orientation, students will receive their web registration password and directions on how to register via web registration. Students must register via web registration at the designated time.

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 may lose their priority registration status. 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 via web registration during pre-registration which occurs the semester prior to the semester for which the student is registering.

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 midnight 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, which can be printed from the web at www.naropa.edu/registrar. 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 the web at www.naropa.edu/registrar. 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.

How to Drop or Withdraw from a Course: Fall and Spring

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

For Workshops

Registration, Drop/Add period

The deadline to register for, drop or add workshops is midnight on the Thursday before the class begins. Full payment is required at the time of registration.

How to Drop a Workshop: Fall, Spring and Summer

<table>
<thead>
<tr>
<th>When</th>
<th>What Form to Use</th>
<th>What Appears on Transcript</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until midnight before the Thursday workshop</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition 100% fee</td>
</tr>
<tr>
<td>After the Thursday changes before the workshop</td>
<td>No further allowed</td>
<td>Course title &amp; letter grade &quot;F&quot; including for no show</td>
<td>0% tuition 0% fee</td>
</tr>
</tbody>
</table>

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. Failure to attend a workshop will result in the grade of "F" on the student's transcript for that workshop.

For Special Study Opportunities

Students may count no more than a total of 12 credit hours of independent study and six credits of private music lessons toward a degree, subject to department approval. For music majors, minors and
Interdisciplinary majors 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 of drop/add. 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 Academic Affairs and advisor's signatures. If you are planning to take an independent study, please give ample time to develop the proposal and obtain the proper approval. 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 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. This is also available via the web at www.naropa.edu/registrar. Please note that workshops and summer courses 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 with the signature of the instructor. 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 he or 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.

Weekend 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 Music Department before a student can register for a private music lesson. The student's Application for Private Music Lessons form must be signed by the chair of the Music Department and the student's advisor. This form should be submitted to Student Administrative Services by the last day of drop/add. 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 grading deadline 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."

**Consortium Agreements**

The purpose of Consortium Agreements (also known as Individual Study Opportunity (ISO) is to allow students to take a semester at another school without taking a leave from Naropa. It is also to assist students in keeping their federal financial aid if they are taking a course at another school.

**Procedure for taking a Consortium Agreement.**

The student should see his or her advisor to determine if the school with which the student would like to study is eligible and that the program and classes the student intends to take fit with the student's coursework at Naropa.

After determining the eligibility of the student and the school, the advisor will give the student the Consortium Agreement form. The student must get all the appropriate signatures from Naropa. The student should then forward the form to the consortium school for completion of their section. The consortium school will return the agreement to Student Administrative Services at Naropa.

The student's advisor will register the student for the consortium agreement courses at Naropa.

Students will be charged the $250 registration fee. Students will also be charged for the bus pass and insurance if they are also taking any classes at Naropa. The students are financially responsible for ensuring payment is made both to Naropa as well as the consortium school.

To receive a grade, the student must request a transcript from the consortium school and have it sent to Student Administrative Services. The transcript must arrive at Student Administrative Services within one semester after the student has finished courses at the consortium school.

**Restrictions.** Courses taken through consortium are not considered "in residence" courses.

All courses taken through consortium must count toward the degree but cannot count toward the major. Exception: Courses taken through consortium may count toward the major for graduate and undergraduate students in Interdisciplinary Studies.

**Financial Aid.** If the student is receiving financial aid, it will be based on the cost of attendance at the consortium school. Students may not use Naropa scholarship or grants to attend a consortium school. For any questions about how a consortium may affect a student's financial aid, the financial aid office should be consulted.
No Shows
If students fail to drop or withdraw from courses or workshops for which they have registered or pre-registered and are no longer attending, they will receive the grade of “F.” Students are liable for full tuition and fees for those courses, regardless of whether they attended the courses.

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, clear the student for registration via web registration and sign any supplemental registration applications that may be required (such as those for independent study or private music lessons). Students then register via the web at their designated times.

Pre-registration times are based on students’ seniority, calculated using total earned credit hours. If students do not preregister during the pre-registration period, students may lose their priority status.

Wait Lists
Students attempting to register for a full class may choose to place themselves on a wait list. As openings occur, students will be automatically registered for the course. They will be sent a letter and an e-mail notifying them that they are now registered. The university cannot be held responsible for students’ failure to check e-mail regarding waitlisted courses.

Since wait-listed students are automatically registered when an opening occurs, students should attend the class until they are notified that they can no longer 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 consider dropping any wait-listed courses and registering for a course that still has openings. If a student decides to wait and see if he or she gets into the class, financial aid will be delayed and the student is at risk of losing aid if he or 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 in a class that is full. If the course has seats available, this change in course status can be done at the discretion of Student Administrative Services.

From a Letter Grade to Pass/ Fail
Students may only change from letter grade to Pass/ Fail during the drop/add period. This change can be made at the Student Administrative Services Office.

From Audit to Credit
Students may not change a course status from audit to credit.

Transfer Credit
From Non-Degree to Degree-Seeking
If a student wishes to change a for-credit course from non-degree to degree-seeking status in order to have these credits apply toward his or her degree, the student may do so with the permission of his or her advisor, who must indicate in writing to the registrar which requirement the course will fulfill.

Transfer of Credits from Other Institutions While Matriculated at Naropa University
If a student earns credit at another accredited college or university while matriculated at Naropa and would like to transfer the credit to their degree at Naropa, the student should submit a transcript to Naropa within one semester of completion of the credit at the outside institution.

In-Residence Requirement
Undergraduate Requirements. Undergraduate students must take at least 60 credits in residence at Naropa. Credit transferred from another accredited college or university (including courses taken through consortium agreement) or credits taken at Naropa as a non-degree seeking student do not count toward in-residence credits. The first semester a student is matriculated at Naropa must be taken on campus.

Graduate Requirements. Graduate students may have a maximum of six credits taken out of residence.
Credit transferred from another accredited college or university (including courses taken through consortium agreement) or credits taken at Naropa as a non-degree-seeking student do not count toward in-residence credits.

**ENROLLMENT STATUS**

**Full-, 3/4- 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.

International students should contact the international student advisor before making any changes to enrollment 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.”

**Special Student Status**

**(Master’s Paper/Thesis/Manuscript)**

If the student is a graduate student and has not finished his or her master’s paper, thesis or manuscript by the time he or she 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 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 he or she is registered.

Paying the bus pass fee and 0.5 credit tuition entitles students to special student status, which means that they can be verified as a half-time student while carrying 0.5 credits. This status is granted for as many semesters as are remaining within the time limit for completing their degree. 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 unless the student is planning to complete their work during the summer session.

Students may receive a grade of “Pass,” “Fail” or a letter grade for a Master's work extension course. Two other grades may be given:

- **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.

- **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 an extended master's work course is not offered over 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.

**Courses Requiring Prerequisites or Permission**

If the course description stipulates that a prerequisite is necessary 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. To gain permission to be in a course for which the student has not met the prerequisite or course requirement, the student should see the department administering the course. After obtaining authorization, the student must register for the course via web registration.

**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 he or she receives the grade of "F."

### Graduate Grading Scale

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

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

For calculating a grade point average, the numerical equivalents of each grade are

- A  =  4.0
- A- =  3.7
- B+ =  3.3
- B  =  3.0
- B- =  2.7
- C+ =  2.3
- C  =  2.0
- C- =  1.7
- D+ =  1.3
- D  =  1.0
- D- =  0.7
- F  =  0.0

### Incomplete

Naropa allows a grade of incomplete/failure (IF), which is granted to students who have fallen behind in their work due to exceptional, unforeseen circumstances. A form must be completed, signed by the student and then Instructor and submitted to Student Administrative Services before the grade can be given.

IF grades are appropriate when (1) there are extenuating, exceptional circumstances, and (2) only a small portion of the course requirement remains to be completed. IF grades are assigned by the instructor at his or her discretion. IF grades are allowed for one semester only; summer does not count as a semester. It is the student's responsibility to finish the work in time for it to be evaluated, graded and the grade submitted to the registrar by the grading deadline 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 (PF) basis with the department's approval. Elective courses may be taken on a pass/fail basis, with the student's academic advisor's approval. For undergraduate pass/fail courses, all grades of "C" 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 "PF" 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 who wish to change a course to pass/fail must go to Student Administrative Services.

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 (GPA) of 2.0. Graduate good standing requires a semester GPA 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 GPA 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. The student will be placed on academic probation and notified of this status in writing by Academic Affairs.
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 at 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 which still have a grade of IF (Incomplete). A review committee is then formed to evaluate their situation. The committee consists of the student, his or her 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. Contact Student Affairs for referrals or specific assistance.

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).

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 GPA 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 credits 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 samatha/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 mind and body synchronization. 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 see 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 30 credits: 6 years
  - Programs requiring 29–34 credits: 5 years
  - Programs requiring 35–49 credits: 3 years
  - Certificate programs: 3 years

Academic Information 43
Graduation
Graduate students must apply to graduate during the last semester in which all coursework (excluding master's paper/thesis) will be completed. Undergraduate students must apply to graduate one semester prior to the semester in which all degree requirements will be met. Graduation applications may be obtained from the student's academic advisor. Only legal names will be printed on diplomas. 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 a student has no more than three credits of incomplete work, the student may sit with his or her classmates at the commencement ceremony. To be included in the ceremony, the student must submit an "Application to Participate in Ceremony" form that has been signed by his or her advisor.

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. Students who take an incomplete during the semester of expected graduation will automatically be moved to the next graduation review. If coursework (including Extended Master's paper/thesis) is not completed by the end of the following semester, students must reapply for graduation.

If a student is taking courses at another accredited institution to fulfill degree requirements, official transcripts must be received within one semester after the courses have been completed.

Diplomas & Transcripts Verifying Graduation
A diploma and two copies of official 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 approximately three weeks 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. Students can contact the Tuition Cashier within one month after graduation to donate the $250 confirmation deposit to the Naropa Scholarship fund.

LEAVES OF ABSENCE
If student plans to take a break from his or her studies, the student can save his or her place in the program for a maximum of one year by following the leave of absence procedure. If the student is in good academic and financial standing, the leave is usually approved, and he or she may return to the university within one year without having to reapply for admission. Students may take multiple leaves of absence as long as they do not exceed a total of one calendar year.

Procedure for students who have not registered for the semester in which they wish to take a leave: A leave of absence should be applied for during the semester prior to departure. The deadline to begin the process of taking a leave of absence during the first semester in which the student is not registered for courses is the end of the drop/add period. Applications begun after that date will be assessed a $30 processing fee. A student should begin the process by notifying his or her advisor and filling out a leave of absence form. The deadline for completion of the process is the last day to withdraw from classes. By this date, the student should be sure to have received permission from all departments listed on the leave of absence form.

A student who fails to register for the current semester and who does not file for a leave of absence will be considered an "Unknown Withdrawal" after the last day of drop/add. After the last day to withdraw from classes, requests for a leave of absence can no longer be accepted for the current semester. At this time, any student with incomplete applications will become an "Unknown Withdrawal." (See "Failure to File a Formal Leave of Absence or Withdrawal from the University.")

Procedure for students wishing to take a Leave of Absence during a semester for which they have already registered: Students who are registered for the current semester but wish to take a Leave of Absence in the current semester are encouraged to drop their classes and begin the process of applying for a leave before the last day of drop/add in order to avoid financial penalties. A student who begins the process after the last day of drop/add will be financially responsible for any classes from which they withdrew. Any student who is still pending approval for a Leave after the last day to withdraw from classes will be considered an "Unknown Withdrawal." No applications for a Leave of Absence will be accepted after the last day to withdraw from classes.

Leave of Absence Policy
Any student who is considered an "Unknown Withdrawal" must reapply for admission to continue his or her 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 one semester, (3) complete all courses in 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 six credits left to complete his or her degree, and he or 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 his or her 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.

For what to do in case of a medical or family emergency, see “Leaves of Absences and Withdrawals in Cases of Medical or Family Emergency.”

Withdrawal Beginning in the Next Semester
Withdrawal from the university should be applied for during the semester prior to departure. The deadline to begin the process of withdrawing during the first semester in which the student is not registered for courses is the end of the drop/add period. Applications begun after that date will be assessed a $30 processing fee. A student should begin the process of withdrawing by notifying his or her advisor and filling out a withdrawal from the university form. The deadline for the completion of the withdrawal process is the last day to withdraw from classes. By this date, the student should be sure to have received permission from all departments listed on the withdrawal from the university form.

A student who fails to register for the current semester and who does not file for a withdrawal will be considered an “Unknown Withdrawal” after the last day of drop/add. After the last day to withdraw from classes, requests withdrawal can no longer be accepted for the current semester. At this time, any student with incomplete applications will become an “Unknown Withdrawal.” (see “Failure to File a Formal Leave of Absence or Withdrawal from the University.”)

Procedure for students wishing to withdraw from the university during a semester for which they have already registered: Students who are registered for the current semester but wish to withdraw in the current semester are encouraged to drop their classes and begin the process of applying for withdrawal from the university before the last day of drop/add in order to avoid financial penalties. A student who begins the process after the last day of drop/add with be financially responsible for any classes from which they withdrew. Any student who is still pending approval for withdrawal after the last day to withdraw from classes will be considered an “Unknown Withdrawal.” No applications for withdrawal will be accepted after the last day to withdraw from classes.

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.

Withdrawal and Financial Aid
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 reapply 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 his or her 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 a student does not file a permanent withdrawal or leave of absence, the student forfeits his or her confirmation deposit and his or her status is changed to “Unknown Withdrawal.”

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 reapply 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 his or her degree, and he or 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 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 reapply for admission to continue his or her 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 reapply for admission to continue his or her studies.
- If a student does not return to the university after a leave of absence, the student must reapply for admission to continue his or her studies.
- If a student filed a “permanent withdrawal from the university” form, the student must reapply for admission to continue his or her studies.

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

A completed application form, application fee, three letters of recommendation for graduates, two for undergraduates, official transcripts reflecting further coursework (if applicable), a 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 contact his or her academic advisor stating the semester returning. It is not necessary to reapply 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. To change an address, students may e-mail regist@naropa.edu from their Naropa.net e-mail account or they may mail an address change with a signature to Naropa University, Student Administrative Services, 2130 Arapahoe Avenue, Boulder, CO 80302. Students may also fax address changes with a signature to (303) 546-3536.

Temporary Change of Address

Students often take extended vacations and breaks. It is essential that students notify 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 submit 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 emergency contact 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 the 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 8—10 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

<table>
<thead>
<tr>
<th>Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unofficial Transcript</td>
<td>$1</td>
</tr>
<tr>
<td>Official Transcript</td>
<td>$5</td>
</tr>
<tr>
<td>Additional Charge to Fax Transcript</td>
<td>$3</td>
</tr>
<tr>
<td>Additional Charge for 24-hour Service</td>
<td>$10</td>
</tr>
<tr>
<td>Additional Charge for Overnight Express Delivery</td>
<td>Actual mailing cost</td>
</tr>
</tbody>
</table>

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 failure to apply for graduation.

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.

Providing they have not waived their right of access to these letters, students may request copies of letters of recommendation. If the student did not indicate whether he or she waived his or her right of access to the letters, it will be assumed that the student waived his or her rights. The charge for this service is $1/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 designed 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. If a student’s records are subpoenaed by a court, Naropa is legally obliged to release them. In the event of this, Naropa will make every effort to inform the student involved. Questions concerning the Family Educational Rights and Privacy Act should be referred to the associate 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 the student has declared a major, he or she is considered a core student. 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, 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's 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 the Naropa Core Portfolio
• Earn the final 60 upper-division credit hours at Naropa. A grade of "C" is the minimum grade a student may require in courses in the major and minor field of study
• Complete the requirements for one of the majors
• Complete the requirements for one minor (except INTD majors)

Naropa College Portfolio
All entering Naropa College students are required to maintain a Naropa College (NC) Portfolio. (Transfer students should contact the assessment coordinator to verify their portfolio requirements.) The portfolio is a collection of some of the student's best work within the Eight Spokes of the Naropa College Core general education curriculum.

NC Portfolios are tracked and maintained by the assessment coordinator, currently housed in the Naropa Writing Center. This portfolio is distinct from any other portfolio system used in any of the upper-division department majors. It may not be combined with or maintained by any other department. A student will not be allowed to declare his or her major and/or graduate if the NC Portfolio is incomplete.

During orientation week, students attend a mandatory workshop where they receive all the materials and information they need to complete their NC Portfolio. Students also sign up for an Entry Questionnaire Workshop offered during the first week of school.

Students with additional questions concerning the NC Portfolio may contact the assessment coordinator at (303) 245-4709.

The Major
Naropa College offers a Bachelor of Arts degree in Early Childhood Education, Environmental Studies, Interdisciplinary Studies, Music, Contemplative Psychology, Religious Studies, Traditional Eastern Arts, Visual Arts and Writing & Literature, as well as a Bachelor of Fine Arts in Performance. (Naropa University no longer offers a BA in Dance and Theater. See the Performing Arts section for more information.)

Early Childhood Education requires 27 credit hours in the major. Contemplative Psychology, Environmental Studies, Music, Religious Studies, Traditional Eastern Arts, Visual Arts and Writing & Literature require 36-37 credit hours. Interdisciplinary Studies requires 60 semester credits and does not require a minor.
# PROCESS OF DECLARING A MAJOR BY DEPARTMENT

<table>
<thead>
<tr>
<th>Major/Required Credit Hours</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 Childhood Education 27</td>
<td>Oct. 30 / March 1</td>
<td>3.0</td>
<td>Yes</td>
<td>Interview with dept.</td>
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<tr>
<td>Environmental Studies 36</td>
<td>Oct. 30 / March 1</td>
<td>3.0</td>
<td>No</td>
<td>Interview with dept; Complex Systems and Cultural and Historical Studies core requirements completed</td>
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<tr>
<td>Interdisc. Studies 60</td>
<td>Nov. 30 / April 1</td>
<td>3.0</td>
<td>No</td>
<td>Interview with dept; Vision Statement</td>
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<tr>
<td>Music 36</td>
<td>Oct. 30 / March 1</td>
<td>No</td>
<td></td>
<td>Interview with dept; supplemental application form, audition, MUS 100</td>
</tr>
<tr>
<td>Psychology 36</td>
<td>Oct. 1 / March 1</td>
<td>3.0</td>
<td>Yes 1–3 pages</td>
<td>Interview with dept; PSYB 101</td>
</tr>
<tr>
<td>Religious Studies 36</td>
<td>Oct. 22 / March 1</td>
<td>3.0</td>
<td>Yes 2–3 pages</td>
<td>Interview with dept. chair; Submission of academic paper</td>
</tr>
<tr>
<td>Traditional Eastern Arts 36</td>
<td>Oct. 30 / March 1</td>
<td>No</td>
<td></td>
<td>Interview with dept. chair</td>
</tr>
<tr>
<td>Visual Arts 37</td>
<td>Oct. 30 / March 1</td>
<td>No</td>
<td></td>
<td>Interview with dept. chair</td>
</tr>
<tr>
<td>Writing &amp; Literature 35</td>
<td>Oct. 15 / March 15</td>
<td>3.0</td>
<td>Yes</td>
<td>See below for details</td>
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</table>

## Writing and Literature Prerequisites/Process

### Students from the Core
1. Have 45 credits or more at the end of a current semester in order to submit application materials;  
2. Meet with a Naropa College advisor to clarify personal objectives and goals for a major;  
3. Submit a supplemental essay: 1–3 typed, double-spaced pages;  
4. Submit 10–15 pages of original poetry or prose fiction;  
5. Submit application materials to the Writing and Poetics Department by October 15, for spring enrollment and March 15, for fall enrollment.

### 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/or the student can take two weeks of the Summer Writing Program for three literature credits.  
2. If three creative writing credits cannot be transferred, the student may fulfill these additional three credit hours in one of the following ways:
   a. Take an additional BA reading and writing course for three credit hours. Reading and writing courses can be taken either for literature or creative writing credit, and may, if necessary, be taken in the same semester as another creative writing course. In this case the course would be taken for writing workshop credits.

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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.

—Chögyam Trungpa Rinpoche, *Speaking of Silence: Christians and Buddhist on the Contemplative Way*
The wisdom traditions of the books of Job, Proverbs, Ecclesiastes and some of the Psalms are an integral part of the canon of the Western Bible religions. The Tao Te Ching and the Upanishads are an integral part of the Eastern religions. Indigenous peoples value their elder wisdom traditions and their oral transmissions. The reality maps that weave our cosmologies are constantly updated by world events and the shifting spirit of an age, the shared mind-field, the Zeitgeist. Through becoming acquainted with the texts and the myths of the wisdom traditions, our students prepare their minds for the love of wisdom, philo sophia.

—Rabbi Zalman Schachter-Shalomi, Faculty, Religious Studies

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 extra semester 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 Native American studies, anthropology, contemplative education, contemplative psychology, early childhood education, ecology, horticulture, music, religious studies, sustainability 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. Excellence in education requires both breadth and depth of study. 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 the diverse range of courses at Naropa while maintaining a balance between contemplative practice, intellectual work and creative statement.

The core program should be seen in the context of the four-year program of undergraduate study and as a graduation requirement that applies to all entering students. We recommend that students complete as much as possible in the core program 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 program.

Artistic Process

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

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. 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 their 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 course must take WRIT 150 Writer’s Craft during their first or second semester at Naropa. Upper-division transfer students who have not met this requirement may have the option of taking WRIT 431 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 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 been 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 system 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.

**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, empowerment, 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 to 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, the student learns to examine their 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.

The study of history and culture can be more than precise and honest scholarship or research. It can be experiential in that we might join the wisdom of the past with a fresh understanding of our lives and communities. We may be provoked to look up and around for truths beyond the pressing immediacy of our lives, and, thus, begin to develop a panoramic, even 360 degree, view in space and time. We can deeply appreciate our own inheritance, yet not be trapped by it, moment to moment.

—John Coblo, Former President, Naropa University
Courses That Fulfill the Eight Categories

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. Some courses fulfill more than one category; the abbreviation in the parentheses after the title indicates the other category it satisfies.

Key to Abbreviations

Most departments offer courses that fulfill one or more of the Eight Categories. They bear the following designators:

<table>
<thead>
<tr>
<th>Code</th>
<th>Abbreviation</th>
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<tbody>
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<td>ANT</td>
<td>Anthropology</td>
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<td>ART</td>
<td>Visual Arts</td>
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<td>Dance/Movement Studies</td>
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<td>ECO</td>
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<td>Horticulture</td>
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<td>Interdisciplinary Studies</td>
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<td>MUS</td>
<td>Music</td>
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<td>NAM</td>
<td>American Indian Studies</td>
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<tr>
<td>PFA R</td>
<td>Performing Arts</td>
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<tr>
<td>PSYB</td>
<td>Contemplative Psychology (BA)</td>
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<tr>
<td>REL</td>
<td>Religious Studies</td>
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<td>SOC</td>
<td>Social Sciences</td>
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<td>THR</td>
<td>Theater</td>
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<td>TRA</td>
<td>Traditional Eastern Arts</td>
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<td>WR</td>
<td>Writing &amp; Poetics</td>
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<td>WRL</td>
<td>Writing and Literature</td>
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<td>WRI</td>
<td>Writing</td>
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Courses that fulfill the ARTISTIC PROCESS requirement

ART 102  Pottery from the Earth
ART 105  Art and Consciousness: Mixed Materials and Self Exploration
ART 116  Photography I
ART 125  Introduction to Drawing
ART 130  Color Theory
ART 137  Brush Stroke I (CP)
ART 155  Figure Drawing I
ART 166  Tibetan Scroll Painting
ART 168  Balinese Painting
ART 180  Sculpture
ART 181  Traditional Chinese Brush Stroke I (CP)
ART 200  The Contemplative Artist
ART 204  South Indian Arts Practicum
ART 210  Balinese Batik
ART 212  Balinese Mask Carving
ART 215  Watercolor
ART 223  Thangka Painting I (CP)
ART 237  Brush Stroke II (CP)
ART 245  Painting I
ART 255  Figure Drawing II
ART 260  Calligraphy and Book Arts
ART 281  Traditional Chinese Brush Stroke II (CP)
ART 283  Thinking Photography: Mapping Memory (CHS)
ART 311  Mixed Media
ART 325  Advanced Drawing
ART 333  Thangka Painting II (CP)
ART 337  Brush Stroke II (CP)
ART 345  Painting II
ART 433  Thangka Painting III (CP)
ART 437  Brush Stroke IV (CP)
ART 443  Thangka Painting IV (CP)
DAN 103  Wisdom of the Body
DAN 145  Dance of African Movement I
DAN 150  Beginning Dance
DAN 230  Intermediate Dance
DAN 260  Contact Improvisation
DAN 275  Contemplative Dance (CP)
MUS 100  Musical Beginnings: An Introduction to Musical Fundamentals
MUS 110  African Marimba Ensemble
MUS 205  Classical Indian Tabla
MUS 215  Ssabu Drumming
MUS 225  Balinese Gamelan Orchestra
MUS 226  Balinese Gamelan Orchestra: Bali
MUS 230  Improvisation
MUS 265  Jazz Ensemble
MUS 280  Recording Studio
MUS 400  Composition
PFAR 346  Creative Process I: Improvisation
PFAR 356  Creative Process II: Composition
PSYB 245W  Process Painting and Meditation (HA)
REL 250  Spirituality and Creative Expression
THR 140  Acting Foundations I
THR 230  Media Studies
THR 250  Dramatic Practices: Liberating the Performing Spirit (CA)
THR 255  Voice and Sound I (CA)
TRA 120  Ikebana (CP)
WRI 207  Creative Writing (CA)
WRI 215  Poetry Workshop (CHS)
WRI 310  Reading and Writing (CA)
WRI 320  Writing Poetry (CA)
WRI 321  Writing Fiction (CA)
WRI 322W  Poetry Practicum (CA)
WRI 326W  Poetry Practicum (CA)
WRI 327W  Prose Practicum (CA)
WRI 329W  Writer's Practicum (CA)
WRI 330W  Writer's Practicum (CA)
WRI 380  Eco Literature (CA)
WRI 410  Writing Poetry (CA)
WRI 431  The Expository Essay (CA)

Courses that fulfill the COMMUNICATION ARTS requirement

DAN 260  Contact Improvisation
HUM 101W  Prior Learning Credits Workshop
PSYB 306  Language and Communication in the Healing Process (HA)
PSYB 362  Group Process (HA)
PSYB 372  Presence: Voice and Sound (HA)
THR 250  Dramatic Practices: Liberating the Performing Spirit (AP)
THR 255  Voice and Sound I (AP)
WRI 207  Creative Writing (AP)
WRI 310  Reading & Writing (AP)
WRI 320  Writing Poetry (AP)
WRI 321  Writing Fiction (AP)
WRI 322W  Poetry Practicum (AP)
WRI 326W  Poetry Practicum (AP)
WRI 327W  Prose Practicum (AP)
WRI 329W  Writer's Practicum (AP)
WRI 330W  Writer's Practicum (AP)
WRI 380  Eco Literature (AP)
WRI 410  Writing Poetry (AP)
WRI 431  The Expository Essay (AP)
WRL 150*  Writer's Craft
WRL 233*  Seminar in Reading and Writing: The Socially Engaged Imagination (CHS)
WRL 234*  Creative Writing & Literature Seminar (CHS)

*These courses fulfill the three-credit Writing Intensive requirement within Communication Arts.

Forrest Ketchin, Environmental Studies Faculty
Courses that fulfill the COMPLEX SYSTEMS requirement

ANT 350  Cultures, Globalization and Environmental Peacemaking (CHS)
DAN 155  Body-Mind Centering I: Foundation and Anatomy
ECE 320  Body Mind Development and Statement
ECO 210*  Field Ecology: Patterns, Processes and Plants
ECO 280*  Global Ecological Issues
ECO 280*  Field Geology: Mountains and Rivers
ENV 100*  Physical Geography: Beholding the Body of the Earth
ENV 200*  Human Systems and Evolution
ENV 205  Nature, the Sacred and Contemplation
ENV 210*  Garden World
ENV 228*  Ecopsychology Training
ENV 235*  Ecology and Evolution
ENV 238*  Survival Skills
ENV 245*  Geography: Pilgrimage, Sacred Landscape and Celebration of Earth
ENV 255*  Environmental Justice (CHS)
ENV 285  Indigenous People and Environmental Issues (CHS)
ENV 315*  Deep Ecology in Context
ENV 326  Global Corporation (CHS)
ENV 330  Environmental Problem Solving
ENV 345  Contemplative Approaches to Environmental issues
ENV 450  Sustainable Communities
HOR 305*  Vegetable Garden
HOR 310  Agro-Ecology
HOR 320  Landscape Design for Sustainability
HUM 201  Abstract Concepts: Thinking Things Through
HUM 241*  General Systems Thinking I
HUM 266  Issues of Global Poverty (CHS)
HUM 341  Systems Thinking II: Human Experience
INTD 250  Cosmology in Myth and Physics
NAM 265*  American Indian History: Land, Culture, and Survival

PSYB 100  Anatomy
PSYB 184  The Nature of intelligence: Will, Mind, and Heart (HA)
PSYB 223  The Psychology of the Five Elements I (HA)
PSYB 225  Family Systems (LS)
PSYB 234  Perception: Introspection Meets Cognitive Neuroscience
PSYB 239  Nutrition (HA)
PSYB 304  Introduction to Somatic Psychology (HA)
PSYB 316  Symbols and Transformation (HA)
PSYB 323  Psychology of the Five Elements II (HA)
PSYB 421  Scientific Research into Conscious Experience
SOC 130  Awakening the Scholar

*These courses fulfill the three-credit Environmental Awareness requirement within Complex Systems.

Courses that fulfill the CULTURAL & HISTORICAL STUDIES requirement

ANT 270  Arts and Culture of Prague (WW5)
ANT 271  Arts and Culture of Sikkim (WW5)
ANT 272  India: Cultural & Historical Studies
ANT 273  Arts and Culture of Bali (WW5)
ANT 310  Independent Research: Bali
ANT 311  Independent Research: Sikkim
ANT 350  Cultures, Globalization and Environmental Peacemaking (CS)
ART 151  World Art I
ART 251  World Art II
ART 283  Thinking Photography: Mapping Memory (AP)
ECE 200  Foundations of Contemplative Education
ECE 404  Maitri and Learning Styles
PSYB 215  Buddhist Psychology I: Meditation
PSYB 315  Buddhist Psychology II: Maitri and Compassion
PSYB 325  Contemplative Psychology I: Compassionate Action (HA)
REL 155  Zen Meditation Practicum
REL 156W  Zen Intensive (WW5)
REL 157W  Theravada Vipassana Weekend
REL 158W  The Breeze of Simplicity: Introduction to Tibetan Buddhism
REL 160  Meditation Practicum I (WW5)
REL 170  Meditation Practicum II (WW5)
REL 255W  Mahayana Meditation (WW5)
REL 258  Month Long Meditation Intensive (WW5)
REL 280  Meditation Practicum: Sikkim
REL 281  Meditation Practicum: Bali
REL 282  Contemplative Practices: Yoga and Meditation in South India
REL 314  Contemplative Judaism (WW5)
REL 325  Contemplative Christianity (WW5)
REL 330  Contemplative Hinduism (WW5)
TRA 100  Shambhala Meditation Practicum I (WW5)
TRA 103  Beginning Yoga
TRA 105  Tai-chi Ch'uan: Level I
TRA 110  Tai-chi Ch'uan: Level II
TRA 113  Kyudo: Zen Archery
TRA 120  Ikebana (AP)
TRA 130  Exploring the Traditional Eastern Arts
TRA 133  Yoga: Level I
TRA 200  Shambhala Meditation Practicum II
TRA 205  Tai-chi Ch'uan: Level II
TRA 209  Meditation: The Awful Truth
TRA 210  Aikido II
TRA 233  Yoga III
TRA 260  Muldra Space Awareness (HA)
TRA 305  Tai-chi Ch'uan: Level III
TRA 310  Aikido III
TRA 333  Yoga II

Courses that fulfill the CONTEMPLATIVE PRACTICES requirement

ART 137  Brush Stroke I (AP)
ART 181  Traditional Chinese Brush Stroke I (AP)
ART 233  Tangka Painting I (AP)
ART 237  Brush Stroke II (AP)
ART 281  Traditional Chinese Brush Stroke II (AP)
ART 333  Tangka Painting II (AP)
ART 337  Brush Stroke III (AP)
ART 433  Tangka Painting III (AP)
ART 437  Brush Stroke IV (AP)
ART 443  Tangka Painting IV (AP)

DAN 275  Contemplative Dance (AP)
ECE 200  Foundations of Contemplative Education
ECE 404  Maitri and Learning Styles
PSYB 215  Buddhist Psychology I: Meditation
PSYB 315  Buddhist Psychology II: Maitri and Compassion
PSYB 325  Contemplative Psychology I: Compassionate Action (HA)
REL 155  Zen Meditation Practicum
REL 156W  Zen Intensive (WW5)
REL 157W  Theravada Vipassana Weekend
REL 158W  The Breeze of Simplicity: Introduction to Tibetan Buddhism
REL 160  Meditation Practicum I (WW5)
REL 170  Meditation Practicum II (WW5)
REL 255W  Mahayana Meditation (WW5)
REL 258  Month Long Meditation Intensive (WW5)
REL 280  Meditation Practicum: Sikkim
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REL 330  Contemplative Hinduism (WW5)
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TRA 333  Yoga II

What is it that motivates one person to be easy-going and philosophical when another is worn down by the same degree of effort? And why is it that life brings wisdom to some and bitterness to others? In my early forties I discovered Freud and Jung, began to look around me with new eyes, 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 Risdon, class of 1999

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<tr>
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<td>HUM 252</td>
<td>Philosophies of Embodiment: Power, Purity and Function</td>
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<td>HUM 253</td>
<td>Women and the Expansion of Democracy (LS)</td>
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<td>HUM 255</td>
<td>Western Philosophy III: The History of Consciousness</td>
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<td>HUM 258</td>
<td>The Making of Modern India, 1885-1986</td>
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<td>HUM 260</td>
<td>Fictions of Desire</td>
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<td>HUM 256</td>
<td>Issues of Global Poverty (CS)</td>
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<td>HUM 290</td>
<td>Mythopoeic Cosmologies and Mythologies (WWS)</td>
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<td>HUM 282</td>
<td>Martin Luther King, Jr. and the Search for the Beloved Community (LS)</td>
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<td>HUM 284</td>
<td>Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (LS)</td>
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<td>HUM 286</td>
<td>Democracy in the United States of America, 1919-1968 (LS)</td>
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<td>INTD 271</td>
<td>Humanities Topics: Skin and Other Thresholds</td>
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<td>Listening to Jazz</td>
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<td>NAM 265</td>
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<td>Mahayana Buddhism: The Path of Compassion (WWS)</td>
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<td>Tibetan II</td>
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<td>Tibetan Language: Sikkim</td>
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<td>Indonesian Language I: Bali</td>
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<td>Sacred Sounds of Sanskrit: South India Buddhist Traditions: Nepal (WWS)</td>
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<td>SOC 200</td>
<td>Identity and Representation: Race, Class and Gender on Film</td>
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**Courses that fulfill the LEADERSHIP AND SERVICE requirement**

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<td>Supervised Teaching Practicum</td>
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<td>HUM 225</td>
<td>The Life and Thought of Gandhi (CHS)</td>
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<td>HUM 253</td>
<td>Women and the Expansion of Democracy (CHS)</td>
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<tr>
<td>HUM 282</td>
<td>Martin Luther King, Jr. and the Search for the Beloved Community (CHS)</td>
</tr>
<tr>
<td>HUM 284</td>
<td>Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (LS)</td>
</tr>
<tr>
<td>HUM 286</td>
<td>Democracy in the United States of America, 1919-1968 (CHS)</td>
</tr>
<tr>
<td>PSYB 208</td>
<td>Embodiment Process and the Individual (HA)</td>
</tr>
<tr>
<td>PSYB 217</td>
<td>Cultural Diversity (CHS)</td>
</tr>
<tr>
<td>PSYB 225</td>
<td>Family Systems (CS)</td>
</tr>
<tr>
<td>PSYB 322</td>
<td>Gestalt: Presence (HA)</td>
</tr>
<tr>
<td>PSYB 348</td>
<td>Gestalt: Western Form of Zen (HA)</td>
</tr>
<tr>
<td>PSYB 378</td>
<td>Music: Self and Others (HA)</td>
</tr>
<tr>
<td>PSYB 425</td>
<td>Contemplative Psychology II: Compassionate Outreach (HA)</td>
</tr>
<tr>
<td>SOC 202</td>
<td>Group Dynamics and Leadership: Creating Compassionate Community (LS)</td>
</tr>
</tbody>
</table>

**Courses that fulfill the HEALING ARTS requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DAN 220</td>
<td>Authentic Movement (LS)</td>
</tr>
<tr>
<td>PSYB 101</td>
<td>Introduction to Western Psychology</td>
</tr>
<tr>
<td>PSYB 184</td>
<td>The Nature of Intelligence: Will, Mind, and Heart (CS)</td>
</tr>
<tr>
<td>PSYB 208</td>
<td>Embodiment Process and the Individual (LS)</td>
</tr>
<tr>
<td>PSYB 209</td>
<td>Herbal Medicine</td>
</tr>
<tr>
<td>PSYB 223</td>
<td>The Psychology of the Five Elements (CS)</td>
</tr>
<tr>
<td>PSYB 229</td>
<td>Nutrition (CS)</td>
</tr>
<tr>
<td>PSYB 245W</td>
<td>Process Painting and Meditation (AP)</td>
</tr>
<tr>
<td>PSYB 260</td>
<td>Approaches to Healing</td>
</tr>
<tr>
<td>PSYB 277</td>
<td>Introduction to Body Psychology: Embodiment Awareness</td>
</tr>
<tr>
<td>PSYB 304</td>
<td>Introduction to Somatic Psychology (CS)</td>
</tr>
<tr>
<td>PSYB 306</td>
<td>Language and Communication in the Healing Process (CA)</td>
</tr>
<tr>
<td>PSYB 308</td>
<td>Expressive Arts in Healing Symbols and Transformation (CS)</td>
</tr>
<tr>
<td>PSYB 323</td>
<td>Psychology of the Five Elements II (CS)</td>
</tr>
<tr>
<td>PSYB 325</td>
<td>Contemplative Psychology I: Compassionate Action (CP)</td>
</tr>
<tr>
<td>PSYB 328</td>
<td>Gestalt: Presence (LS)</td>
</tr>
<tr>
<td>PSYB 330</td>
<td>Introduction to Jungian Psychology</td>
</tr>
<tr>
<td>PSYB 336</td>
<td>Introduction to Jin Shin Tara Approach: The Treatment of Shock and Trauma (LS)</td>
</tr>
<tr>
<td>PSYB 345</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYB 346</td>
<td>Tibetan Medicine I</td>
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<tr>
<td>PSYB 348</td>
<td>Gesalt: Western Form of Zen (LS)</td>
</tr>
<tr>
<td>PSYB 350</td>
<td>Tibetan Psychology (LS)</td>
</tr>
<tr>
<td>PSYB 354</td>
<td>Introduction to Transpersonal Psychology</td>
</tr>
<tr>
<td>PSYB 355</td>
<td>Dynamics of Intimate Relationships</td>
</tr>
<tr>
<td>PSYB 359</td>
<td>Hakomi Somatics Sensorimotor Psychotherapy</td>
</tr>
<tr>
<td>PSYB 362</td>
<td>Group Process (CA)</td>
</tr>
<tr>
<td>PSYB 366</td>
<td>Visual Arts: Imagery in Healing</td>
</tr>
<tr>
<td>PSYB 371</td>
<td>Personality Theories</td>
</tr>
<tr>
<td>PSYB 372</td>
<td>Presence: Voice and Sound (CA)</td>
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<tr>
<td>PSYB 378</td>
<td>Music, Self and Others (LS)</td>
</tr>
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<td>PSYB 420</td>
<td>Abnormal Psychology</td>
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<td>PSYB 423</td>
<td>Contemplative Psychology II: Compassionate Outreach (LS)</td>
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<tr>
<td>PSYB 430</td>
<td>Exploring Dreams: Jungian Practice and Beyond</td>
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<tr>
<td>PSYB 446</td>
<td>Tibetan Medicine II</td>
</tr>
<tr>
<td>PSYB 470</td>
<td>Expressive Arts: Working with Others</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Group Dynamics and Leadership: Creating Compassionate Community (LS)</td>
</tr>
<tr>
<td>TRA 260</td>
<td>Mudra Space Awareness (CP)</td>
</tr>
</tbody>
</table>

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54 Naropa College: Open the Door
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SOC 230</td>
<td>Conflict Resolution and Restorative Justice (CHS)</td>
</tr>
<tr>
<td>SOC 280</td>
<td>Contemplative Approaches to Social Action and Peacemaking (CHS)</td>
</tr>
<tr>
<td>WRI 481</td>
<td>Project Outreach</td>
</tr>
</tbody>
</table>

### Courses that fulfill the WORLD WISDOM STUDIES requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANT 270</td>
<td>Arts and Culture of Prague (CHS)</td>
</tr>
<tr>
<td>ANT 271</td>
<td>Arts and Culture of Sikkim (CHS)</td>
</tr>
<tr>
<td>ANT 273</td>
<td>Arts and Culture of Bali (CHS)</td>
</tr>
<tr>
<td>HUM 280</td>
<td>Mythopoesis: Cosmologies and Mythologies (CHS)</td>
</tr>
<tr>
<td>REL 155</td>
<td>Zen Meditation Practicum (CP)</td>
</tr>
<tr>
<td>REL 156W</td>
<td>Zen Intensive (CP)</td>
</tr>
<tr>
<td>REL 160</td>
<td>Meditation Practicum I (CP)</td>
</tr>
<tr>
<td>REL 170</td>
<td>Meditation Practicum II (CP)</td>
</tr>
<tr>
<td>REL 210</td>
<td>Religion in Human Experience (CHS)</td>
</tr>
<tr>
<td>REL 240</td>
<td>Foundations of Buddhism (CHS)</td>
</tr>
<tr>
<td>REL 245</td>
<td>Mahayana Buddhism: Path of Compassion (CHS)</td>
</tr>
<tr>
<td>REL 255W</td>
<td>Mahayana Meditation (CP)</td>
</tr>
<tr>
<td>REL 258</td>
<td>Month Long Meditation Intensive (CP)</td>
</tr>
<tr>
<td>REL 310</td>
<td>World Wisdom: Jewish Literacy Core Texts of Hebrew Scriptures</td>
</tr>
<tr>
<td>REL 314</td>
<td>Contemplative Islam (CP)</td>
</tr>
<tr>
<td>REL 321</td>
<td>Contemplative Judaism (CP)</td>
</tr>
<tr>
<td>REL 322</td>
<td>Sacred Earth</td>
</tr>
<tr>
<td>REL 325</td>
<td>Contemplative Christianity (CP)</td>
</tr>
<tr>
<td>REL 330</td>
<td>Contemplative Hinduism (CP)</td>
</tr>
<tr>
<td>REL 345</td>
<td>Zen Buddhism (CHS)</td>
</tr>
<tr>
<td>REL 380</td>
<td>Religious and Philosophical Foundations of India</td>
</tr>
<tr>
<td>REL 384</td>
<td>Buddhist Traditions: Nepal (CHS)</td>
</tr>
<tr>
<td>TRA 100</td>
<td>Shambhala Meditation Practicum I (CP)</td>
</tr>
</tbody>
</table>

### 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 the student's 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.

---

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
NAROPA COLLEGE
UNDERGRADUATE MAJORS

Contemplative Psychology

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

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

The program is designed to help students develop 1) intellectual mastery through the academic study of Eastern and Western psychological principles, 2) intuitive insight through the practices of meditation, healing arts and experiential learning and 3) self-acceptance and compassionate relationship with others 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: Contemplative Religion and Western Psychology, Body Psychology, the Psychology of Health and Healing, Transpersonal and Humanistic Psychology or Experiential 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.

This department requires a completed portfolio prior to graduation. The portfolio includes original 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 BA
CONTEMPLATIVE PSYCHOLOGY

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 343</td>
<td></td>
<td>Contemplative Community Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retreat at Shambhala Mountain Center</td>
</tr>
<tr>
<td>PSYB 215</td>
<td></td>
<td>Buddhist Psychology I: Meditation</td>
</tr>
<tr>
<td>PSYB 325</td>
<td></td>
<td>Contemplative Psychology I: Compassionate Action</td>
</tr>
<tr>
<td>PSYB 315</td>
<td></td>
<td>Buddhist Psychology II: Maithri and Compassion</td>
</tr>
<tr>
<td>PSYB 425</td>
<td></td>
<td>Contemplative Psychology II: Compassionate Outreach</td>
</tr>
</tbody>
</table>

SUBTOTAL 26

CONCENTRATION 10

TOTAL CREDITS 36
AREAS OF MAJOR 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 the department advisor for a complete listing of courses for each concentration.

Contemplative Religion and Western Psychology

The Contemplative Religion 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 for both neurosis and wisdom.

Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 258</td>
<td>Two-Week Buddhist Meditation Intensive, Shambhala Mountain Center: A Program of Buddhist Practice &amp; Study</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 Contemplative Religion

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 245</td>
<td>Mahayana Buddhism: The Path of Compassion</td>
</tr>
<tr>
<td>REL 210</td>
<td>Religion in Human Experience</td>
</tr>
<tr>
<td>REL 325</td>
<td>Contemplative Christianity</td>
</tr>
<tr>
<td>REL 258</td>
<td>Additional Two Weeks Meditation Intensive, Shambhala Mountain Center</td>
</tr>
<tr>
<td>REL 200-499</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 225</td>
<td>Family Systems</td>
</tr>
<tr>
<td>PSYB 362</td>
<td>Group Process</td>
</tr>
<tr>
<td>PSYB 425</td>
<td>Contemplative Psychology II: Compassionate Outreach (see course description)</td>
</tr>
<tr>
<td>PSYB 306</td>
<td>Language and Communication in the Healing Process</td>
</tr>
<tr>
<td>PSYB 328</td>
<td>Gestalt: Presence</td>
</tr>
<tr>
<td>PSYB 359</td>
<td>Learning from Trauma, Understanding Its Effects and Building Personal Resources</td>
</tr>
<tr>
<td>PSYB 234</td>
<td>Perception</td>
</tr>
<tr>
<td>PSYB 333</td>
<td>Hakomi Somatics</td>
</tr>
<tr>
<td>PSYB 348</td>
<td>Gestalt: Western Form of Zen</td>
</tr>
<tr>
<td>PSYB 316</td>
<td>Symbols and Transformations</td>
</tr>
<tr>
<td>PSYB 421</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>PSYB 422</td>
<td>The Psychology of Emotion</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 10

Body Psychology

Body Psychology 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 277</td>
<td>Introduction to Body Psychology: Embodiment Awareness</td>
</tr>
<tr>
<td>PSYB 304</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 425</td>
<td>Contemplative Psychology II: Compassionate Outreach</td>
</tr>
<tr>
<td>PSYB 333</td>
<td>Hakomi Somatics</td>
</tr>
<tr>
<td>PSYB 359</td>
<td>Learning from Trauma, Understanding Its Effects and Building Personal Resources</td>
</tr>
<tr>
<td>PSYB 208</td>
<td>Embodiment Process and the Individual</td>
</tr>
<tr>
<td>PSYB 234</td>
<td>Perception</td>
</tr>
<tr>
<td>PSYB 421</td>
<td>Scientific Research into Conscious Experience</td>
</tr>
<tr>
<td>PSYB 223</td>
<td>Psychology of the Five Elements I</td>
</tr>
<tr>
<td>PSYB 250</td>
<td>Kinesiology: Empowering the Study of Movement</td>
</tr>
<tr>
<td>PSYB 260</td>
<td>Introduction to Dance</td>
</tr>
<tr>
<td>DAN 220</td>
<td>Authentic Movement</td>
</tr>
<tr>
<td>DAN 275</td>
<td>&quot;Contemplative Dance Practice&quot; *Although both semesters are taken, only one semester may be counted towards the six credits.</td>
</tr>
</tbody>
</table>

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 methodologies 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>
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</thead>
<tbody>
<tr>
<td>PSYB 260</td>
<td>Approaches to Healing</td>
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Choose seven credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYB 277</td>
<td>Introduction to Body Psychology: Embodiment Awareness</td>
</tr>
<tr>
<td>PSYB 209</td>
<td>Herbal Medicine</td>
</tr>
<tr>
<td>PSYB 425</td>
<td>Contemplative Psychology II: Compassionate Outreach</td>
</tr>
<tr>
<td>PSYB 208</td>
<td>Embodiment Process and the Individual</td>
</tr>
<tr>
<td>PSYB 250</td>
<td>Kinesiology: Empowering the Study of Movement</td>
</tr>
<tr>
<td>PSYB 336</td>
<td>Intro. to the Jin Shin J董 Approach: The Treatment of Shock and Trauma</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. These include spontaneity, authenticity and access to the vivid energy of being alive.

**Required Courses**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>PSYB 470</td>
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**Choose five credits from the following:**

**Courses**

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<th>Course</th>
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<tbody>
<tr>
<td>PSYB 277</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 366</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 372</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 425</td>
<td>1-3</td>
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<td>PSYB 245W</td>
<td>1</td>
</tr>
<tr>
<td>PSYB 421</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 378</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

10

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**Transpersonal and Humanistic Psychology**

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

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYB 354</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 350</td>
<td>2</td>
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**Choose six credits from the following:**

**Courses**

<table>
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<th>Course</th>
<th>Credits</th>
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<tbody>
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<td>PSYB 225</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 330</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 430</td>
<td>3</td>
</tr>
<tr>
<td>HUM 341</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 355</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 425</td>
<td>1-3 (see course description)</td>
</tr>
<tr>
<td>PSYB 306</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 328</td>
<td>2</td>
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<tr>
<td>PSYB 359</td>
<td>2</td>
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<tr>
<td>PSYB 333</td>
<td>3</td>
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<tr>
<td>PSYB 348</td>
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</tr>
<tr>
<td>PSYB 316</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 421</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

10

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**CONTEMPLATIVE PSYCHOLOGY MINOR**

Students may choose any nine credits from PSYB courses.

**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>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYB 215</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 325</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

30
Early Childhood Education

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

The journey towards nurturing and educating children in Naropa University's 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 Waldorf or Montessori traditions.

**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 BA EARLY CHILDHOOD EDUCATION**

Please note that some courses have a meditation requirement.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ECE 200 Foundations of Contemplative Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 380 Observing Early Development I</td>
<td>2</td>
</tr>
<tr>
<td>ECE 205 Teaching Methods Workshop I</td>
<td>1</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ECE 385 Observing Early Development II</td>
<td>2</td>
</tr>
<tr>
<td>ECE 330 Holistic and Contemplative Teaching Traditions</td>
<td>3</td>
</tr>
<tr>
<td>ECE 310 Kindergarten Magic</td>
<td>2</td>
</tr>
<tr>
<td>ECE 420 Energy and Expression in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ECE 430 Teaching Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE 404 Maitri and Learning Styles</td>
<td>3</td>
</tr>
<tr>
<td>ECE 255 Teaching Methods Workshop II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ECE 450 Supervised Teaching Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ECE 395 Issues In Education: The Mary Cukin Series</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>27</td>
</tr>
</tbody>
</table>

Early Childhood Education majors are required to declare a nine-credit minor in either Visual Arts or Traditional Eastern Arts.

**MINOR IN CONTEMPLATIVE EDUCATION**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 200 Foundations of Contemplative Ed.</td>
<td>3</td>
</tr>
<tr>
<td>ECE 404 Maitri and Learning Styles</td>
<td>3</td>
</tr>
<tr>
<td>ECE 330 Holistic and Contemplative Teaching Traditions</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>9</td>
</tr>
</tbody>
</table>
MINOR IN EARLY CHILDHOOD EDUCATION

To complete a minor in Early Childhood Education you are required to take ECE 200 and then select from the following courses. The minor is comprised of either 9 or 10 credits of coursework.

ECE 200  Foundations of Contemplative Ed.  3

(Choose three of the following courses to complete your minor)

ECE 380  Observing Early Development I  2
ECE 385  Observing Early Development II  2
ECE 310  Kindergarten Magic  2
ECE 420  Energy & Expression in the Classroom  2
ECE 430  Teaching Young Children  3
TOTAL CREDITS  9–10

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 393, Issues in Education: The Mary Calkin Series. You may take the remaining credits from other departments. The Early Childhood Education 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."

—Chögyam 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 Sustainably Built Environment.

BIOREGION

The High Plains and the Front Range of the Rocky Mountains provide an exceptionally rich natural laboratory for ecological study. The ecosystems of the prairie, the mountains, forests and parks, the alpine tundra of the Continental Divide and the Colorado plateau country are teachers themselves, providing diverse opportunities for study and exploration. Among our studies, we focus on 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 organic farm eight miles from the city, offers opportunities for learning firsthand about numerous aspects of sustainable communities, from organic 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 Sustainably Built Environment.

The BA in ENV curriculum is being revisited. In fall 2004, following approval, we expect to launch a new BA design that retains many of the existing courses, but adds new in-depth coursework in areas such as sustainable living, diversity, urban sustainability and ecopsychology. Students who enter in fall 03 will have two options. They may either begin working to fulfill the new requirements or they may complete one year of the major under the old requirements and the second year under the new requirements.

REQUIREMENTS FOR BA ENVIRONMENTAL STUDIES

Courses | Credits
---|---
ENV 205 | Nature, the Sacred and Contemplation
ENV 235 | Ecology and Evolution
ENV 210 | Garden World
ENV 220 | Human Systems and Evolution
ENV 255 | Environmental Justice
ENV 315 | Deep Ecology in Context
ENV 345 | Contemplative Approaches to Environmental Issues
ENV 330 | Environmental Problem Solving
ENV 480 | Senior Project and/or
ENV 450 | Sustainable Communities
ENV 479 | BA Portfolio

SUBTOTAL | 27
CONCENTRATION | 9
TOTAL CREDITS | 36

AREAS OF CONCENTRATION

Each concentration area offers several courses that allow students to specialize in a particular academic area. 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 closely 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 participate in or facilitate American Indian ceremony.)

**Choose nine credits from the following:**

**Courses** | **Credits**
---|---
ENV 228 Indigenous People and Environmental Issues | 3
NAM 265 American Indian History: Land, Culture and Survival | 3
NAM 275 Earth Circles | 3
NAM 399 Independent Study | 1-4

**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:**

**Courses** | **Credits**
---|---
ANT 271 Arts and Culture of Sikkim | 4
ANT 272 India: Cultural and Historical Studies | 3
ANT 273 Arts and Culture of Bali | 4
ANT 310 Independent Research: Bali | 3
ANT 311 Independent Research: Sikkim | 3
ANT 312 International Service Learning/ Independent Research: South India | 4
ANT 350 Cultures, Globalization & Environmental Piscemaking | 3
ANT 499 Independent Study | 1-4
SOC 220 Cultural Anthropology | 3

**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 ecosystems of the Boulder bioregion.

**Choose nine credits from the following:**

**Courses** | **Credits**
---|---
ECO 210 Field Ecology: Patterns, Processes and Plants | 3
ECO 260 Global Ecological Issues | 3
ECO 280 Field Ecology: Mountains and Rivers | 3
ECO 399 Independent Study | 1-4

**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:**

**Courses** | **Credits**
---|---
ENV 228 Ecopsychology Training: Waking Up Together | 3
ENV 238 Survival Skills | 3
PSYS 516W Contemplative Mountaineering | 1
PSYT 530 Journey to the Source | 2
PSYT 551 Ecopsychology | 3

**Horticulture**

The Horticulture concentration encourages a contemplative relationship with the environment through academic study and hands-on practice with the land through gardening 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:**

**Courses** | **Credits**
---|---
HOR 300 Vegetable Garden | 3
HOR 310 Agro-Ecology | 3
HOR 320 Landscape Design for Sustainability | 3
HOR 399 Independent Study | 1-4

**Sustainably Built Environment**

The Sustainably 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:**

**Courses** | **Credits**
---|---
SBE 300 Environmental Systems Design | 3
SBE 310 Indigenous Approaches to Sustainability | 3
SBE 320 Construction Techniques/Green Building | 3
SBE 399 Independent Study | 1-4

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 Sustainably 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 nine 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.
Music

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

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.

**Creative Freedom**

Program students are free to make the music that is most meaningful to them, without restrictions on style or genre. Past student projects have included techno, free form jazz, song writing, interdisciplinary performance and CD's produced in Naropa's multi-track digital recording studio.

**Technical Skills**

Training in musicianship includes harmonic analysis, ear training, rhythmic acuity and music theory. Improvisation and composition are a regular part of the curriculum thereby grounding learning in the creative process. Private instrumental study is available with Naropa faculty or with working professionals.

**Multicultural Perspectives**

Musicianship and history classes present the music of many different cultures including African, Afro-Cuban, Indian, Japanese, Brazilian and Balinese, as well as the music of the European classical and jazz traditions. Performance ensembles include Balinese Gamelan Orchestra, Jazz Ensemble, African Marimba Ensemble, African Drumming Ensemble and interdisciplinary projects that include dance and theater.

**Improvisation, Composition and Recording Technology**

Creativity is grounded in the practice of improvisation—making music in the moment—and extends to the craft of composition and creative uses of music technology including recording, sequencing and sampling. Students learn to utilize their natural creativity, curiosity and resourcefulness to make music that is a force for positive change in the world.

### REQUIREMENTS FOR BA MUSIC

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 200 Ear Training I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 210 Ear Training II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 280 Recording Studio I: Introduction to Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>MUS 360 Musicianship I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 370 Musicianship II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 460 Musicianship III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 397 Private Music Lessons</td>
<td>6-7</td>
</tr>
</tbody>
</table>

### CERTIFICATE IN MUSIC

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 250 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 200 Ear Training I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 360 &amp; 370 Musicianship I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUS 397 Private Music Lessons</td>
<td>2</td>
</tr>
<tr>
<td>Music Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL MUSIC CREDITS** 17

**ELECTIVE CREDITS** 13

**TOTAL CREDITS** 30
Interdisciplinary Studies

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

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

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

Recent titles for the Interdisciplinary Studies BA include:

"Documentary Poetics"
"Social Ecology"
"The Embodied Teacher"
"Intercultural Psychology and the Expressive Arts"
"The Responsibility of Freedom"
"Ecocreativity"

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 100-499 that they deem necessary for comprehensive study about their central subject of inquiry. Vision Statement guidelines are available at http://www.naropa.edu/interdisciplinary/index.html from the INTD program director or from the Office of Admissions. The initial wish list is the dynamic basis from which an individualized program is sculpted in conjunction with the program director. The essay and wish list must "hang together," persuasively expressing why the student's 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 a 3.0.
- There is no minor requirement.
- Individualized plans may incorporate up to 12 credits of distance learning, variable-credit consortium agreements and up to 12 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.
- Assessment of cumulative Interdisciplinary learning to determine graduation from interdisciplinary Studies is done by each student's Individual Advisory Committee (IAC), constituted under the auspices of INTO 480 in the final semester.

REQUIRED COURSES

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

The Individual Advisory Committee (IAC) must be formed by the beginning of the final semester and be constituted by at least three members of the Naropa faculty familiar with the student's interdisciplinary efforts and 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 his or her 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 the student's interdisciplinary goals have been achieved.
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 Sikkim, India and Bali, and to do so before their senior year.

REQUIREMENTS FOR BA RELIGIOUS STUDIES

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 160</td>
<td>Meditation Practicum I</td>
</tr>
<tr>
<td>REL 210</td>
<td>Religion in Human Experience</td>
</tr>
<tr>
<td>REL 479</td>
<td>BA Colloquium</td>
</tr>
<tr>
<td>REL 489</td>
<td>BA Senior Project</td>
</tr>
</tbody>
</table>

**Choose nine credits from the following Religious Traditions Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 325</td>
<td>Contemplative Christianity</td>
</tr>
<tr>
<td>REL 330</td>
<td>Contemplative Hinduism</td>
</tr>
<tr>
<td>REL 345</td>
<td>Zen Buddhism</td>
</tr>
<tr>
<td>REL 310</td>
<td>World Wisdom: The Jewish Experience</td>
</tr>
<tr>
<td>REL 321</td>
<td>Contemplative Judaism</td>
</tr>
<tr>
<td>REL 314</td>
<td>Contemplative Islam</td>
</tr>
<tr>
<td>REL 322</td>
<td>Sacred Earth</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

36

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**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. Since the three (or four) language courses should be taken in three (or four) consecutive semesters, students considering a Study Abroad program should plan to do that program either before they start their language courses or after they have completed all of them.
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 273 Arts and Culture of Bali 4
- REL 281 Meditation Practicum: Bali 1
  and either
- ART 208 Balinese Painting 3
  or
- DAN 202 Balinese Dance 3
  TOTAL CREDITS 8

Sikkim:
- REL 280 Meditation Practicum: Sikkim 1
- REL 284 Buddhist Traditions: Sikkim 3
- ANT 271 Arts and Culture of Sikkim 4
  TOTAL CREDITS 8

South India:
- ANT 272 India: Cultural and Historical Studies 3
- REL 282 Contemplative Practices: Yoga and Meditation 1
- REL 380 Religious & Philosophical Foundations of India 4
- REL 381 Sacred Sounds of Sanskrit 1
  TOTAL CREDITS 9
Traditional Eastern Arts

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

The Bachelor of Arts program 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 9A level, this program trains and encourages students to develop practice and discipline as a way of life.

Other course offerings include Shambhala meditation, kyudo (Zen archery), ikebana (Japanese flower arranging), mudra space awareness and Indian devotional singing and ragas.

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.

PORTFOLIO

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

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 medicines.

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 cultivation of chi’, the intrinsic energy that animates all living phenomena, plays a central role in the training. Tension interferes with the flow of chi’ in our bodies, and the purpose of t’ai-chi ch’uan is to restore the normal flow of chi’ by dissolving this tension. The short form, yang style of Grand Master Cheng Man-Ch’ing, is taught.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T'AI-CHI CH'UAN TRACK ONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRA 100</td>
<td>Shambhala Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>TRA 105</td>
<td>T'ai-chi Ch'uan I</td>
<td>3</td>
</tr>
<tr>
<td>TRA 130</td>
<td>Exploring the Traditional Eastern Arts</td>
<td>2</td>
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<td>SUBTOTAL</td>
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<td>8</td>
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<tr>
<td>Second Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYB 100</td>
<td>Anatomy: Learning through the Senses</td>
<td>3</td>
</tr>
<tr>
<td>TRA 200</td>
<td>Shambhala Meditation Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>TRA 205</td>
<td>T'ai-chi Ch'uan II</td>
<td>3</td>
</tr>
<tr>
<td>TRA 219</td>
<td>The Tao: Lao Tzu, Confucius and the I Ching</td>
<td>3</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td></td>
<td>12</td>
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<tr>
<td>Third Semester</td>
<td></td>
<td></td>
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<tr>
<td>ART 137</td>
<td>Brush Stroke I</td>
<td>3</td>
</tr>
<tr>
<td>PSYB 223</td>
<td>The Psychology of the Five Elements I</td>
<td>2</td>
</tr>
<tr>
<td>PSYB 336</td>
<td>Intro. to the Jin Shin Tara Approach</td>
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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, Motohide Ueshiba, aikido founder

The roots and trunk of aikido stand in the soil of the great warrior tradition budo, where the fighting arts were studied and practiced for defense of society and also as a personal path for awakening. The vision of the founder of aikido is unique among martial arts.

Students train to learn to protect all life, even the life of one's enemies. Creating compassion this vast is a lifetime undertaking.

Aikido wisdom and skills are developed through lively partner practice. On the mat we engage with varied attacks and defenses in order to learn to become calm, centered and receptive during intense encounters. Whole-body training takes place through watching, listening, feeling and doing. Aikido is not verbal philosophy but lively, kind-hearted, harmonious action that reconciles conflict without killing the life spirit from which it comes. We practice aikido not because we are realizing 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 Schools of Ueshiba.

AIKIDO TRACK ONE

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TOTAL CREDITS: 36

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TOTAL CREDITS: 36

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OOR | Yoga Three-Day Retreat/Class | 3 |

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OOR | Yoga Three-Day Retreat/Class | 3 |

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SUBTOTAL: 6

TOTAL CREDITS: 36
MINOR IN TRADITIONAL EASTERN ARTS

To minor in Traditional Eastern Arts, students must complete nine credit hours in one awareness discipline (t'ai-chi ch'uan, yoga or aikido).

CERTIFICATE PROGRAM

The Traditional Eastern Arts certificate program is a two-year, 30-credit program designed to give the student proficiency in a chosen contemplative awareness discipline (11 credits), a foundation of Shambhala sitting meditation (5 credits), a familiarity with an adjunctive contemplative awareness discipline (3 credits) and general electives (11 credits).

Tai-chi Ch'uan Concentration

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Aikido Concentration

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Visual Arts

“Art making as an expression of one’s nature.”
—Robert Spellman

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, Sikkim 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 BA VISUAL ARTS

Required Courses | Credits
--- | ---
ART 125 Introduction to Drawing | 3
ART 130 Color Theory | 3
ART 151 World Art I | 3
ART 200 The Contemplative Artist | 3
ART 251 World Art II | 3
ART 325 Advanced Drawing | 3
ART 480 Portfolio & Gallery Presentation | 1

SUBTOTAL | 19

Choose 18 credits from the following: (All are three credit courses with the exceptions of ART 499 available for one to three credits, and ART 206, which is two 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 Sikkim through the Office of International Education’s Study Abroad Program.)

ART 102 Pottery from the Earth
ART 105 Art and Consciousness: Mixed Materials and Self-Exploration
ART 137, 237, 337, 437 Brush Stroke I, II, III, IV
ART 155, 255 Figure Drawing I & II
ART 180 Sculpture
ART 181 Traditional Chinese Brush Stroke I
ART 206 Tibetan Scroll Painting (Sikkim*)
ART 208 Balinese Painting (Bali*)
ART 210 Balinese Batik (Bali*)
ART 212 Balinese Mask Carving (Bali*)
ART 215 Watercolor
ART 233, 333, 433, 443 Thangka Painting I, II, III, IV
ART 245, 345 Painting I & II
ART 260 Calligraphy and Book Arts
ART 281 Traditional Chinese Brush Stroke II
ART 283 Thinking Photography: Mapping Memory
ART 311 Mixed Media
ART 499 Independent Study
BFA Seminar: Historical Perspectives/Cultural Studies
SOC 200 Identity & Representation: Race, Class and Gender on Film

SUBTOTAL | 18
TOTAL CREDITS | 37

MINOR IN VISUAL ARTS

To minor in visual arts, students must complete nine 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 six 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.
Writing and Literature

“Mind is shapely, art is shapely.”
—Allen Ginsberg

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 conjures the contemplative vihara 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 a 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 Print Shop, 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 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 MFA 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 and 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 American prosody 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.

Final Manuscript

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
BA WRITING AND LITERATURE

Writing Workshops: 15 credits

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 Code</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>WRI 215</td>
<td>Poetry Workshop: It Happens</td>
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<tr>
<td>WRI 225</td>
<td>Poetry Workshop: Rhapodic Wails Once Heard in the Madhouse</td>
</tr>
<tr>
<td>WRI 265</td>
<td>Prose Workshop: Intro to Fiction Writing</td>
</tr>
<tr>
<td>WRI 310A</td>
<td>Reading and Writing: Fictions</td>
</tr>
<tr>
<td>WRI 310B</td>
<td>Reading and Writing: Shapes of Thought</td>
</tr>
<tr>
<td>WRI 320</td>
<td>Writing Poetry: Finding Your Fire</td>
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<tr>
<td>WRI 321</td>
<td>Writing Fiction: Variations on the Form</td>
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<tr>
<td>WRI 408</td>
<td>Reading and Writing: What a Character</td>
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<tr>
<td>WRI 410</td>
<td>Writing Poetry: Writing the Poems</td>
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<td>WRI 428</td>
<td>Writing Fiction: Technique and Tactics</td>
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<td>WRI 429</td>
<td>Contemplative Poetics</td>
</tr>
<tr>
<td>WRI 431</td>
<td>Expository Essay</td>
</tr>
<tr>
<td>WRI 442</td>
<td>Practice of Translation</td>
</tr>
<tr>
<td>WRI 475</td>
<td>BA Final Manuscript and Thesis</td>
</tr>
</tbody>
</table>

Literature Courses: 18 credits

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 Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>WRI 255</td>
<td>Literature Seminar: The Poet, the Alchemist and the Wardrobe</td>
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<tr>
<td>WRI 310A</td>
<td>Reading and Writing: Fictions</td>
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<tr>
<td>WRI 310B</td>
<td>Reading and Writing: Shapes of Thought</td>
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<td>WRI 380</td>
<td>Eco Literature</td>
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<td>WRI 408</td>
<td>Reading and Writing: What a Character</td>
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<td>WRI 423</td>
<td>Literature Seminar: The Novel Right Now</td>
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<tr>
<td>WRI 429</td>
<td>Contemplative Poetics</td>
</tr>
<tr>
<td>WRI 431</td>
<td>Expository Essay</td>
</tr>
<tr>
<td>WRI 433A</td>
<td>Literature Seminar: Twentieth-Century European Poets</td>
</tr>
<tr>
<td>WRI 433B</td>
<td>Literature Seminar: Classical Modernism</td>
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<tr>
<td>WRI 433C</td>
<td>Literature Seminar: Tracks Along the Left Coast</td>
</tr>
<tr>
<td>WRI 435</td>
<td>Trends in Contemporary Literature: Introduction to Feminist Criticism</td>
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<td>WRI 442</td>
<td>Practice of Translation</td>
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<tr>
<td>WRI 445</td>
<td>Trends in Contemporary Literature: Introduction to Critical Theory</td>
</tr>
<tr>
<td>WRI 475</td>
<td>Final Manuscript and Critical Thesis</td>
</tr>
</tbody>
</table>

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.

Elective Courses

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>WRI 322W</td>
<td>Poetry Practicum: Rhizomic Poetics</td>
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<tr>
<td>WRI 326W</td>
<td>Poetry Practicum: Small Press</td>
</tr>
<tr>
<td>WRI 327W</td>
<td>Prose Practicum</td>
</tr>
<tr>
<td>WRI 329W</td>
<td>Writer's Practicum: Designing a Writing Workshop</td>
</tr>
<tr>
<td>WRI 330W</td>
<td>Writer's Practicum: Writing in Performance</td>
</tr>
<tr>
<td>WRI 392</td>
<td>Letterpress Printing: The Well-Dressed Word</td>
</tr>
<tr>
<td>WRI 383</td>
<td>Letterpress Printing: First Impressions</td>
</tr>
<tr>
<td>WRI 481</td>
<td>Project Outreach</td>
</tr>
</tbody>
</table>

Independent Study (WRI 499) can fulfill degree requirements in elective or literature courses.

MINOR IN WRITING AND LITERATURE

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 207, Creative Writing for Non-Majors, fulfills three credit hours of writing for the minor.
BFA in Performance

“We do not possess memory, our entire body is memory, and it is by means of the ‘body memory’ that the impulses are released.”
—Jennifer Kuniega, The Theatre of Grotowski

The Bachelor of Fine Arts in Performance is an innovative and exciting new four-year program designed for the student who wants to pursue conservatory-style ensemble training in theater, dance and voice in an environment that cultivates individual creativity, critical study and the development of mindfulness and awareness practices. In addition, the BFA in Performance curriculum has a special emphasis on building partnerships with the broader society through community-based outreach, internships and workshops.

The BFA program offers students the opportunity to envision the role of the artist in the 21st century, placing community engagements and multicultural perspectives at the center of artistic practice.

The lower division or first two years of the BFA is designed to introduce students to intensive training through the ensemble training module and will also present an expansive view of artistic practice. In the second year the training deepens to include more subtle and nuanced explorations in crafting work, developing personal source material, working deeply within an ensemble context as well as as a solo performer. A range of performative contexts will be explored including; complex studies in composition, structured improvisation, choreography and multidisciplinary approaches creating performance material.

In the junior and senior years of the BFA in Performance, further application of techniques/methods, intellectual studies, analytical critiques and community process will be explored.

- Physical theater training drawn from the psycho-physical approach created by Jerzy Grotowski.
- Contemporary dance technique drawn from modern/postmodern, ballet and new dance forms.
- Viewpoints work—composition and improvisation technique that integrates dance and theater sources/aesthetics.
- Somatic practices—Body Mind Centering, Feldenkrais Method, Pilates.
- World dance workshops—in African dance, Capoeira and Butoh.
- Vocal training—Roy Hart approach.
- Special workshops/intensives—in contact improvisation, choreography, improvisation and scores, spoken word, collaborative processes, new theater.

Contemporary Dance Technique (Intermediate/Advanced) is open to undergraduate and graduate Naropa students on a case-by-case basis and with permission of the instructor and BFA chair. No audits are allowed. Community dancers may enroll through the School of Extended Studies once they have received permission from the instructor and BFA chair.

Contemplative Practices

Another component of the modular training is the element of contemplative release woven throughout the semester allowing for rest, contemplation and open space in the rigorous schedule. Every Wednesday the students devote the morning training to a contemplative practice—amongst these offerings are: space awareness, contemplative dance practice, Ikebana (flower arranging), tai chi, calligraphy.

BFA Seminar and Diversity Training

BFA Seminar: Historical Perspectives/Cultural Studies is a required course that runs all four years. The emphasis of the BFA Seminar is an analytical approach to the study of artists and artistic movements. The seminar requires students to deepen their understanding and exposure to the historical and cultural influences that shape the arts and to develop further their abilities to approach art-making critically.

Some of the areas of study covered in the BFA Seminar include:

- Cultural studies and intercultural dialogue.
- Post-colonial thought and border crossing.
- Comparative history of American immigrants.

INTEGRATED ARTS CURRICULUM

Ensemble Training

The foundation of the BFA in Performance is the ensemble training module. It provides the basis in which the student deepens their technical skills, familiarizes themselves with how their body receives language/art forms and develops their individual artistic expression. The training modules consist of a four- to six-hour day, four days a week that include:

- Performing Arts Faculty:
  - Annis Brook
  - Carol Cratchlow
  - Margot Isman
  - Katherine Kaufman
  - Adwoa Lembou
  - Eleni Levdi
  - Maruta Menashe
  - Paul Erkel
  - David Ortolano
  - Gretchen Spira Shanley
  - Betsy Tobin

Undergraduate Academic Programs: BFA in Performance
Community Engagement/Leadership and Service

Interclusion and partnership with the broader community is a major component of the program. In the first two years students will have the opportunity to train in community settings—working with master teachers and educators in: public schools (K-12), afterschool programs and senior groups. In the upper level of the program students can explore community arts programs through placement in paid internships, create and perform intergenerational projects and develop arts-based curriculum.

Interdisciplinary Approach

The BFA requires a concentration of study in an academic field outside of the arts. Once completed, the student will then create a final project based on the integration of their concentration with artistic practice. This interdisciplinary approach opens up the possibility for new and challenging projects and forms to emerge. Possibilities for final interdisciplinary projects include: site-specific work, special workshops with seniors, performances designed for elementary school children, a collaboration with youth.

Here are two examples of academic concentrations for the BFA:

- BFA students choosing a concentration in Dance Therapy will complete a minor in psychology through the BA Contemplative Psychology program. They will take the following 12 credits in the sequence listed here:
  - PSYB 101 Introduction to Western Psychology
  - PSYB 371 Personality Theories
  - PSYB 345 Developmental Psychology
  - PSYB 420 Abnormal Psychology

- Students interested in arts education and teaching K-12 can choose a concentration in Contemplative Education. The coursework includes 9 credits selected from these classes:
  - ECE 205, 255 Teaching Methods Workshop
  - ECE 330 Holistic and Contemplative Teaching Traditions
  - ECE 404 Motor and Learning Styles
  - ECE 420 Energy and Expression in the Classroom
  - ECE 459 Independent Study

FACULTY

Our distinguished resident faculty and guest artists/lecturers come from an impressive range of trainings and lineages in dance, voice and theater. Faculty members perform, lecture and teach both nationally and internationally and are part of critical arts movements important to the evolution of the performing arts in America and globally.

CREDIT SUMMARY

**BFA Modules**
- Lower Level: 36
- Upper Level: 36
- BFA Seminars (5): 18

**Additional General Education Requirements**: 15
- Communication (Writing Requirement): 3
- Shambhala Practicum (World Wisdom Requirement): 3
- Recommended Cultural & Historical Studies: 3
- Complex Systems Requirement: 6

**CONCENTRATION**: 9–12
**GENERAL ELECTIVES**: 3–6
**TOTAL CREDITS FOR THE BFA DEGREE**: 120

The following general education requirements are included in the BFA modules:
- Contemplative Practices (12 of 12 required credits)
- Artistic Process (6 of 6)
- Leadership and Service (3 of 3)
- Healing Arts (6 of 6)
- Communication Arts (6 of 6)

SAMPLE MODULE

**Monday**
- 9:00-9:30: Meditation
- 9:30-11:30: Contemporary Dance Technique
- 11:30-1:00: Discovering the Artist: Improvisation, Music and Dance
- 1:00-2:00: Break
- 2:00-5:00: Shambhala Practicum

**Tuesday/Thursday**
- 9:00-9:30: Meditation
- 9:30-11:30: Contemporary Dance Technique
- 11:30-1:00: Voice
- 1:00-2:00: Break
- 2:00-3:00: Acting

**Wednesday: Contemplative Release Day**
- 9:00-12:00: Contemplative Dance Practice or Yoga
- 12:00-1:00: Break
- 1:00-3:30: Special Workshop

**Friday**
- 9:00-10:30: Yoga
- 10:30-1:00: Discovering the Artist: Improvisation, Music and Dance
- 1:00-2:00: Break
- 2:00-5:00: Community Process/Diversity Training

This is an example of a weekly schedule. Please note that modules often “release” to accommodate master teachers/artists-in-residence who will be leading workshops and intensives. General education requirements can vary and will be individually designed with the BFA chair and advisor.

MINOR IN PERFORMANCE

To minor in Performance through the BFA, students must complete one full semester (15 credits) of the BFA program (no exceptions, please). This includes all aspects of the BFA curriculum. Please contact the BFA coordinator for information about the application process.
NAROPA UNIVERSITY
GRADUATE PROGRAMS
Religious Studies Department

The Department of Religious Studies offers five graduate degrees:

- MA Religious Studies
- MA Engaged Buddhism
- MA Indo-Tibetan Buddhism
- MA Indo-Tibetan Buddhism with Language
- Master of Divinity

The four MA degrees offered 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.

MA Religious Studies

The MA in Religious Studies is especially designed for the student who is interested in joining the comparative study of a range of religious traditions, including their contemplative practices, with the perspective of inter-religious dialogue. Students of this degree program develop literacy in the living practice traditions of the world’s 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.

MA Engaged Buddhism

The MA in Engaged Buddhism is designed especially for those interested in activism and change agency that is grounded in Buddhist principles and meditation practice.

MA Indo-Tibetan Buddhism

The MA 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 tracks 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.

MA Indo-Tibetan Buddhism with Language

The MA in Indo-Tibetan Buddhism with Language is designed for those students who wish to pursue either 1) a PhD in Buddhist Studies, with the eventual career goal of college or university teaching, or 2) work as a translator outside of academia. Students in this degree may study two years (or more) of Sanskrit or Tibetan; some of our students elect to study both languages. We have an excellent record of enrolling our graduates in competitive PhD programs.

Master of Divinity

The Master of Divinity prepares students for professional work in the fields of pastoral care, chaplaincy, dharma teaching and community development in such settings as hospitals, hospices, prisons, religious communities and the larger field of human service.

In all five graduate degrees, students engage in meditation practice as an integral part of their educational journey. In addition to pursuing a regular personal meditation practice throughout the school year, each fall and spring Practice Week provides a mid-semester, weeklong sitting period with meditation workshops by teachers of diverse traditions, in which students have the opportunity to sit with each other in groups. During the course of their degree program, students also participate in a month-long group meditation retreat.
Religious Studies

"It is only with the heart that one can see rightly; what is essential is invisible to the eye."
—Antoine de Saint-Exupéry

The Master of Arts in Religious Studies is a 45-credit degree especially designed for the 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 methodological study 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
MA RELIGIOUS STUDIES

First year, fall

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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>REL 530</td>
<td>Contemplative Hinduism</td>
<td>3</td>
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<tr>
<td>REL 535</td>
<td>Contemplative Judaism</td>
<td>3</td>
</tr>
<tr>
<td>REL 645</td>
<td>Intro to the Study of Religion</td>
<td>3</td>
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<tr>
<td>REL 647</td>
<td>The Three Jewels: Buddha, Dharma, Sangha</td>
<td>3</td>
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<td></td>
<td>Contemplative Practice Elective</td>
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First year, spring

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<td>Contemplative Christianity</td>
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<td>REL 540</td>
<td>Zen Buddhism</td>
<td>3</td>
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<td>REL 531</td>
<td>Sacred Earth</td>
<td>3</td>
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<tr>
<td>REL 661</td>
<td>The Second Turning of the Wheel: Empiricism and Compassion</td>
<td>3</td>
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<td></td>
<td>Contemplative Practice Elective</td>
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Second year, fall

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<tr>
<td>REL 535</td>
<td>Contemplative Judaism</td>
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<td>REL 530</td>
<td>Contemplative Hinduism</td>
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<tr>
<td>REL 545</td>
<td>Contemplative Islam</td>
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<td>REL 585</td>
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<td>REL 651</td>
<td>Spiritual Models of Social Action</td>
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<td>Contemplative Practice Retreat*</td>
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Second year, spring

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<td>Zen Buddhism</td>
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<td>REL 525</td>
<td>Contemplative Christianity</td>
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<td>REL 779</td>
<td>Inter-Religious Dialogue Seminar</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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*It is recommended that students complete the non-credit Contemplative Practice Retreat requirement (REL 651) no later than the winter break between the fall and spring semesters of their second year.
Engaged Buddhism

"The warrior... never gives up on anyone, even himself."
—Chögyam Trungpa Rinpoche

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 a culminating project, a written self-assessment regarding the student's contribution to a nonprofit business plan developed in REL 657 Engaged Buddhism Training IV and an oral exam that takes place at the end of the second year as the culminating statement and celebration of the student's journey at the university.

REQUIREMENTS FOR
MA ENGAGED BUDDHISM

First year, fall
REL 512  Engaged Buddhism Training I  3
REL 585  Spiritual Models of Social Action  3
REL 600  Meditation Practicum I  3
REL 611  The First Turning of the Wheel: Nature of Mind and Emotions  3
REL 618  The Practice of Basic Attendance  1
SUBTOTAL  13

First year, spring
REL 562  Engaged Buddhism Training II  3
REL 615  Conflict and Diversity: The Dynamic Ground of Community  3
REL 616  Process Lab I  1
REL 620  Meditation Practicum II  3
REL 650  Daithin*  0
REL 661  Second Turning of the Wheel: Emptiness and Compassion  3
SUBTOTAL  13

Second year, fall
REL 607  Engaged Buddhism Training III  3
REL 636  Maitri Community I  3
REL 652  Surfacing the Voices  3
REL 654  Process Lab II  1
REL 710  Third Turning of the Wheel  3
SUBTOTAL  13

Second year, spring
REL 657  Engaged Buddhism Training IV  3
REL 752  Integrative Community Seminar  1
Elective  2
SUBTOTAL  6
TOTAL CREDITS  45

*It is highly recommended that students complete the non-credit daithin requirement (REL 650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.
Indo-Tibetan Buddhism
Indo-Tibetan Buddhism
with Language

"Buddhism neither tells me the false nor the true: It allows me
to discover myself."
—Chögyam Trungpa Rinpoche

THE TIBETAN TRADITION SEQUENCE

This new sequence will present the systematic
foundational courses of the traditional education
system of a Tibetan monastic college (shedra) based
on the Western-style classes, methods of analytical
meditation, and materials developed at Nitartha
Institute since it was founded in 1995 by The
Dzogchen Ponlop Rinpoche. These courses are
arranged according to the Three Turnings of the
Wheel of Dharma and utilize elements of the History
of Religions methods of teachings. (See the Nitartha
Institute website at www.nitartha-institute.org for
information on its materials, teachings methods,
and programs.)

COMPARISON OF THE TWO SEQUENCES

As for a comparison of the two sequences of courses,
while they devote about the same amount of time to
the Mahayana traditions, a noteworthy area of
difference lies in their relative treatment of
Foundational Buddhism and Vajrayana Buddhism.

Compared to the Tibetan Tradition sequence, during
its fourth semester the History of Religions sequence
places more emphasis on Vajrayana, through studying
the lives of Tibetan Buddhist tantric masters and the
forms Buddhism has taken in Tibet. The two Tibetan
Tradition courses in the fourth semester—Buddha
Nature & Shentong Traditions and The Path to
Enlightenment—include Vajrayana but as a smaller
component, and it is presented from the point of view
of how it emerges out of, and is based on, Mahayana.

Compared to the History of Religions sequence, the
Tibetan Tradition sequence places more emphasis of
teachings of Foundational Buddhism, teaching this
over two semesters instead of only one semester in
the History of Religions sequence. The logic for this
Tibetan Tradition approach is that the teachings of
Foundational Buddhism permeate Mahayana and
Vajrayana Buddhism and thus more extensive study
of Foundational Buddhism will enrich students'
understanding of the other traditions. The Tibetan
Tradition courses are designed to cover all the core
subjects of Foundational Buddhism (and Mahayana
Buddhism) that are taught in the Tibetan
monastic colleges.

THE HISTORY OF RELIGIONS SEQUENCE

The History of Religions sequence of eight courses has
been developed by Naropa’s core faculty over the last
25 years, investigating the Buddhist tradition in light of
its many dimensions in culture: textual, historical,
artistic and meditative. “History of Religions” refers to
academic study that values religion, in this case
Buddhism, as an expression of cultures over time,
manifesting in literature, the arts, social institutions,
traditions of saints, ethics and philosophy, and myth
and symbol. While History of Religions introduces
critical methods of contemporary scholarship, such as
textual analysis and phenomenology, at the forefront
is the exploration of the richness of religious
imagination and practice.

Indo-Tibetan Buddhism
Core Faculty:
Phillip Stanley, Chair
Sarah Harding
Reggie Ray
Judith Summer-Brown

Guest Faculty:
The Dzogchen Ponlop Rinpoche
Khandro Rinpoche
Ringu Tulku Rinpoche

Adjunct Faculty:
Dale Asrael (Core TCP)
Jane Carpenter-Cohn
(Co-BA Psychology)
Margot Iseman
Charlotte Rottandam
L. S. Summer
Lee Worley (Core PFA)

Indo-Tibetan Buddhism
with Language
Core Faculty:
Phillip Stanley, Chair
Sarah Harding
Jules Levinson
Reggie Ray
Judith Summer-Brown

Guest Faculty:
The Dzogchen Ponlop Rinpoche
Khandro Rinpoche
Ringu Tulku Rinpoche

Adjunct Faculty:
Dale Asrael (Core TCP)
Jane Carpenter-Cohn
(Co-BA Psychology)
Margot Iseman
Charlotte Rottandam
Andrew Schelling (Core
Writing and Poetry)
L. S. Summer
Lee Worley (Core PFA)
In addition, analytical meditation forms an important element in the courses of the Tibetan Tradition sequence, though some analytical meditation is used in History of Religions courses as well. Here, analytical meditation means the use of thought to contemplate the Buddhist teachings as they apply to one's direct experience within the context of seated meditation, which can then be extended into one's daily life.

**The Courses of the Two Sequences**

The two sets of eight courses are as follows, arranged according to the sequence by semester:

### History of Religions

**Year One**

**Fall:** Foundational Buddhism
- The Three Jewels
- The First Turning of the Wheel of Dharma

**Spring:** Mahayana Buddhism
- Madhyamaka
- The Second Turning of the Wheel of Dharma

**Year Two**

**Fall:** Mahayana Buddhism
- Buddha Nature
- The Third Turning of the Wheel of Dharma

**Spring:** Vajrayana Buddhism
- Vajrayana Texts
- Buddhism in Tibet (not taken by MDiv students)

### Tibetan Tradition

**Year One**

**Fall:** Foundational Buddhism
- Studying Buddhism: Methods and Issues
- Mind and Its World

**Spring:** Foundational Buddhism
- Mind and Its World II
- Self and No-Self: Analytical Meditation & Experience

**Year Two**

**Fall:** Mahayana Buddhism
- Mind Only School
- The Middle Way School

**Spring:** Mahayana and Vajrayana
- Buddha Nature and Shentong Traditions
- The Path to Enlightenment (not taken by MDiv students)

*Note: Mind and Its World I and II include the traditional shesra subjects of Collected Topics (Dudra), Classifications of Mind (Lori), Classification of Reasons (Dari) and the philosophical systems (Thrumtha) of the Valbhishikhas and Sautrantikas.

### CULMINATING WORK

The degree concludes with the comprehensive exam and the master's paper, project with paper 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 MA paper, project with paper or translation is presented at the completion of the student's coursework.

### REQUIREMENTS FOR MA INDO-TIBETAN BUDDHISM

#### HISTORY OF RELIGIONS SEQUENCE

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<thead>
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<th>Course Title</th>
<th>Credits</th>
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<td>REL 645</td>
<td>Introduction to the Study of Religion</td>
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<tr>
<td>REL 650</td>
<td>Meditation Practicum I</td>
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<td>The Three Jewels: Buddha, Dharma, Sangha</td>
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<td>REL 582</td>
<td>Madhyamaka: The Teaching of Emptiness</td>
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<td>The Second Turning of the Wheel: Emptiness and Compassion</td>
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<td>REL 742</td>
<td>Buddha Nature</td>
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<td>REL 835</td>
<td>Meditation Practicum III: MaTri and Mandala</td>
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<td>REL 875</td>
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<td>Comprehensive Exam</td>
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<td>REL 885</td>
<td>Master's Project</td>
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<td>REL 780</td>
<td>Meditation Practicum IV: Mudra Space Awareness</td>
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<td>REL 751</td>
<td>Buddhism in Tibet: Madhyamaka</td>
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<td>Vajrayana Texts</td>
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<td>REL 880</td>
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<td>Master's Project</td>
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<td>REL 880</td>
<td>Related Indo-Tibetan Elective (Tibetan Medicine, Thangka Painting, etc.)</td>
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**SUBTOTAL** 10.5

**TOTAL CREDITS** 45
### REQUIREMENTS FOR MA
**INDO-TIBETAN BUDDHISM: TIBETAN TRADITION SEQUENCE**

**First year, fall**
- REL 645 Introduction to the Study of Religion 3
- REL 600 Meditation Practicum I 3
- REL 628 Studying Buddhism: Methods & Issues 3
- REL 614 Mind and Its World I 3

**SUBTOTAL** 12

**First year, spring**
- REL 620 Meditation Practicum II 3
- REL 624 Mind and Its World II 3
- REL 653 Self and No-Self: Analytical Meditation and Experience 3
- REL 650 Dathun* 0
- Nitartha Institute** 0

**SUBTOTAL** 9

**Second year, fall**
- REL 701 The Middle Way School 3
- REL 705 The Mind Only School 3
- REL 635 Meditation Practicum III: Maitri and Mandala 3
- REL 800 MA Indo-Tibetan Buddhism Colloquium I 1.5

**SUBTOTAL** 10.5

**Second year, spring**
- REL 780 Meditation Practicum IV: Mudra Space Awareness 3
- REL 720 Buddha Nature & Shentong Traditions 3
- REL 750 The Path to Enlightenment*** 3
- REL 850 MA Indo-Tibetan Buddhism Colloquium II 1.5
- REL 880 Comprehensive Exam 0
- REL 885 Master's Project 0
- Related Indo-Tibetan Elective (Tibetan Medicine, Thangka Painting, etc.) 3

**SUBTOTAL** 13.5

**TOTAL CREDITS** 45

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**MASTER OF ARTS IN INDO-TIBETAN BUDDHISM WITH LANGUAGE**

This 61-credit degree builds on the Indo-Tibetan and meditation courses described above by offering students training in either Sanskrit or Tibetan through two years (16 credits) of coursework (or more), exploring Buddhist texts beyond the filter of a particular English translation. The focus is preparation for a PhD in Buddhist Studies to teach in academia, or for professional translation work outside of academia. 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 within the Translation Committee after they graduate.

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

Sanskrit is the lingua franca of Buddhism. It stood close to the spoken tongue of the Buddha himself; it was the idiom of Indian Buddhist texts, and it functioned as the common language of Buddhism throughout Asia. The Sanskrit emphasis provides students with a knowledge of Sanskrit grammar and vocabulary, as well as initial reading knowledge providing access to the world of Buddhist texts.

Depending on whether students choose the History of Religions or the Tibetan Tradition sequence of Buddhist Studies courses, they will follow one or the other of the following two curriculums:

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*It is highly recommended that students complete the non-credit dharma requirement (REL 650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.

**It is also highly recommended that students complete the non-credit requirement to attend a monthlong Nitartha Institute program by the summer following their first year, but no later than the summer following their second year of classes.

***This course is not taken by MDiv students.*
## REQUIREMENTS FOR MA INDO-TIBETAN BUDDHISM WITH LANGUAGE: HISTORY OF RELIGIONS SEQUENCE

**First year, fall**
- REL 645 Introduction to the Study of Religion 3
- REL 650 Meditation Practicum I 3
- REL 647 The Three Jewels: Buddha, Dharma, Sangha 3
- REL 611 The First Turning of the Wheel: Nature of Mind and Emotions 3
- REL 503 Tibetan I or
- REL 507 Sanskrit I 4

**SUBTOTAL** 16

**First year, spring**
- REL 620 Meditation Practicum II 3
- REL 682 Mahayamaka: The Teaching of Emptiness 3
- REL 661 The Second Turning of the Wheel: Emptiness and Compassion 3
- REL 533 Tibetan II or
- REL 537 Sanskrit II Related Indo-Tibetan Elective (Tibetan Medicine, Thangka Painting, etc.) 3
- REL 650 Dathun* 0

**SUBTOTAL** 16

**Second year, fall**
- REL 710 The Third Turning of the Wheel 3
- REL 742 Buddha Nature 3
- REL 635 Meditation Practicum III: Maitri and Mandala 3
- REL 553 Tibetan III or
- REL 557 Sanskrit III 4
- REL 800 MA Indo-Tibetan Buddhism Colloquium I 1.5

**SUBTOTAL** 14.5

**Second year, spring**
- REL 780 Meditation Practicum IV: Mudra Space Awareness 3
- REL 751 Buddhism in Tibet*** 3
- REL 760 Valayana Texts 3
- REL 583 Tibetan IV or
- REL 587 Sanskrit IV 4
- REL 850 MA Indo-Tibetan Buddhism Colloquium II 1.5
- REL 880 Comprehensive Exam 0
- REL 885 Master's Project 0

**SUBTOTAL** 14.5

**TOTAL CREDITS** 61

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## REQUIREMENTS FOR MA INDO-TIBETAN BUDDHISM WITH LANGUAGE: TIBETAN TRADITION SEQUENCE

**First year, fall**
- REL 645 Introduction to the Study of Religion 3
- REL 650 Meditation Practicum I 3
- REL 628 Studying Buddhism: Methods & Issues 3
- REL 614 Mind and Its World I 3
- REL 503 Tibetan I or
- REL 507 Sanskrit I 4

**SUBTOTAL** 16

**First year, spring**
- REL 620 Meditation Practicum II 3
- REL 624 Mind and Its World II 3
- REL 653 Self and No-Self: Analytical Meditation and Experience 3
- REL 533 Tibetan II or
- REL 537 Sanskrit II Related Indo-Tibetan Elective (Tibetan Medicine, Thangka Painting, etc.) 3
- REL 650 Dathun* 0
- REL 651 Nitartha Institute** 0

**SUBTOTAL** 16

**Second year, fall**
- REL 701 The Middle Way School 3
- REL 705 The Mind Only School 3
- REL 635 Meditation Practicum III: Maitri and Mandala 3
- REL 553 Tibetan III or
- REL 557 Sanskrit III 4
- REL 800 MA Indo-Tibetan Buddhism Colloquium I 1.5

**SUBTOTAL** 14.5

**Second year, spring**
- REL 780 Meditation Practicum IV: Mudra Space Awareness 3
- REL 720 Buddha Nature & Shentong Traditions 3
- REL 750 The Path to Enlightenment*** 3
- REL 583 Tibetan IV or
- REL 587 Sanskrit IV 4
- REL 850 MA Indo-Tibetan Buddhism Colloquium II 1.5
- REL 880 Comprehensive Exam 0
- REL 885 Master's Project 0

**SUBTOTAL** 14.5

**TOTAL CREDITS** 61

---

*It is highly recommended that students complete the non-credit dathun requirement (REL 650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.

**It is also highly recommended that students complete the non-credit requirement to attend a monthlong Nitartha Institute program by the summer following their first year, but no later than the summer following their second year of classes.

***This course is not taken by MDiv students.
Master of Divinity

"When one enters the privacy of another’s suffering, one is indeed on sacred ground."
—Lawrence E. Holst, Hospital Ministry

The Master of Divinity (MDiv) degree prepares students 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 inter-religious 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 journey, the vision for this training is to develop individuals who can actively manifest wisdom and compassion in the world. Our program also breaks new ground in preparing Buddhists to serve their communities in leadership capacities.

The Master of Divinity is a professional degree for employment in the larger field of human services. 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.

CURRICULUM

The MDiv 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. **Teachings (T)**—an in-depth understanding of the basic texts and doctrines of the religion both in historical and present day context;

2. **Community (C)**—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 (PC)**—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 (M)**—the spiritual practice of sitting meditation drawn from the Buddhist tradition, incorporating both shamatha (calm abiding) and vipashyana (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.

Program students choose between two sets of courses for the central Buddhist Studies component of their degree: the History of Religions sequence and the Tibetan Tradition sequence. (Note that students do not take the eighth course of their chosen sequence.)

For information on the two sequences, see the MA Indo-Tibetan Buddhism section.

Depending on which sequence students choose, they will follow one or the other of the following two curriculums.

*It is highly recommended that students complete the non-credit dathun requirement (BIS 650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.

**It is also highly recommended that students complete the non-credit requirement to attend a month-long Nithantha Institute program by the summer following their first year, but no later than the summer following their second year of classes.
### REQUIREMENTS FOR MDIV:
#### HISTORY OF RELIGIONS SEQUENCE

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<thead>
<tr>
<th>First year, fall</th>
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<tbody>
<tr>
<td>REL 600 Meditation Practicum I (M)</td>
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<tr>
<td>REL 602 Communication (PC)</td>
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<tr>
<td>REL 616 Process Lab I (C)</td>
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<tr>
<td>REL 611 The First Turning of the Wheel: Nature of Mind and Emotions (T)</td>
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<tr>
<td>REL 647 The Three Jewels: Buddha, Dharma, Sangha (T)</td>
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<td>REL 661 The Second Turning of the Wheel: Emptiness and Compassion (T)</td>
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<td>REL 662 Madhyamaka: Teaching of Emptiness (T)</td>
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<td>REL 615 Conflict and Diversity: The Dynamic Ground of Community (C)</td>
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<td>REL 650 Dathun* (M)</td>
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<tr>
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<td>REL 742 Buddha Nature (T)</td>
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<td>REL 630 Contemplative Christianity (T)</td>
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<td>REL 636 Maitri Community I (M/C)</td>
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<td>REL 749 Contemporary American Religion: Ritual &amp; Practice in a Pluralistic Society (PC/T)</td>
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<td>REL 585 Spiritual Models of Social Action (T)</td>
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### REQUIREMENTS FOR MDIV:
#### TIBETAN TRADITION SEQUENCE

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<td>REL 616 Process Lab I (C)</td>
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<tr>
<td>REL 628 Studying Buddhism: Methods/issues (T)</td>
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<tr>
<td>REL 614 Mind and Its World I (T)</td>
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<td>REL 624 Mind and Its World II (T)</td>
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<td>REL 653 Self and No-Self: Analytical Meditation and Experience (T)</td>
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<td>REL 615 Conflict and Diversity: The Dynamic Ground of Community (C)</td>
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<td>REL 650 Dathun* (M)</td>
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Contemplative Education

(online, low-residency program)

"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 since 1990 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 typically held from late June to mid-July 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 few gaps in the three-week schedule.

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 manage their time carefully. Students may choose a three-year journey with a lighter online course load.

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, work, observation and daily life. The curriculum in the first summer session emphasizes the conceptual and experiential basis of the contemplative transformation of oneself as teacher. The second summer deepens students’ experience of contemplative teaching and learning through studies of sacred curriculum and maatrī 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 that are linked to the summer program 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 of holistic and spiritual education. The MA thesis is the culmination of the student's personal journey, contemplative studies and application in their teaching.

Concluding Session
The MA program concludes with a third three-day summer conference. During this conference graduating students may present their MA theses, which will be based on their experiences applying contemplative education in their own classrooms.

Meditation
The heart of the program is the practice of mindful sitting meditation. 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 semesters. Students participate in meditation discussion groups and 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. 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. 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 MA CONTEMPLATIVE EDUCATION

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<td>EDS 735e Buddhist Educational Heritage</td>
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Environmental Leadership

“When we listen to and follow our path, 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, ecopsychology, diverse leadership modes, peace making, American Indian and indigenous views and contemplative education.

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 program in Environmental Leadership promotes wise, just and compassionate engagement with environmental issues through a balanced, integrated curriculum that addresses multiple aspects of environmental problems. Creating healthy communities and issues of environmental justice are understood to be important factors in environmental leadership.

BIOREGION

The High Plains, the Front Range of the Rocky Mountains and the deserts of the Southwest provide an exceptionally rich environment for ecological study. The ecosystems of the prairie, the mountains, forests and parks, the alpine tundra of the Continental Divide and the Colorado plateau country are teachers themselves, providing diverse opportunities for study and exploration. Regional human communities offer valuable opportunities for learning about the relationship between human and natural systems. Among our studies, we focus on 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 thesis development, internships and opening career opportunities.

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

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:

- designing individual research projects,
- taking classes in any discipline that augments their study,
- working for environmental organizations,
- taking an overseas or out-of-residence program,
- taking the ecopsychology certificate program or participating in the Microfinance Training.

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. The fall courses are prerequisites for the spring courses.

Courses ENV 655 and 685, 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, allowing 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 graduation requirements. Please see ENV 879 MA Portfolio Review, which is required for all MA Environmental Leadership students.

**REQUIREMENTS FOR MA ENVIRONMENTAL LEADERSHIP**

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<td>ENV 620  Human/Nature I</td>
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**Year Two and Beyond**

**Self-Designed Component**

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**Credit Summary**

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*Integrative Dialogue Courses Pair One*

A) ENV 621 Integrative Dialogue: Environmental Issues, Race, Power and Class (materials/lab fee)

B) ENV 631 Integrative Dialogue: Exploring Indigenous Models of Leadership (materials/lab fee)

*Integrative Dialogue Courses Pair Two*

A) ENV 671 Integrative Dialogue: Transformational Activism in a Multicultural World (materials/lab fee)

B) ENV 681 Integrative Dialogue: Exploring Cultural Diversity in Ecopsychology (materials/lab fee)

*Students are required to take all four Integrative Dialogue classes. The fall course must be taken before the spring course. The pairs of topics rotate over a two-year period.*

**GRADUATE CERTIFICATE AND EMPHASIS PROGRAMS IN ECOPSYCHOLOGY**

A graduate certificate (emphasis for degree-seeking students at Naropa University) in Ecopsychology is offered. See the Ecopsychology Certificate section 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.

The Naropa community has plentiful cultural opportunities and events that result from Naropa’s ties with leaders in various world wisdom traditions, the arts, environmental issues and professional practice in psychology and in gerontology. For example, Rabbi Zalman Schachter-Shalomi, author of From Age-ing to Sage-ing and founder of the Spiritual Eldering Institute, is on the Naropa faculty in Religious Studies.

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 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.
### REQUIRMENTS FOR MA 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 eldership, case management organizations and a host of others. To compete successfully for jobs in this expanded field, students need education that includes: 1) basic courses on the physical, psychological and social aspects of aging; 2) courses on how to administer programs; 3) courses about the nature of the field of aging; and 4) courses focused on a specific sector of the field of aging, such as working with elders in educational programs. In addition, students need field experience and professional seminars to learn how to integrate what they have learned in class and in their personal journeys with the realities of the specific sector of the field in which they wish to work. Finally, students are required to complete a master's paper that demonstrates their ability to do administrative work.

#### Suggested Courses, 16-month program

<table>
<thead>
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<th>Courses</th>
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<tbody>
<tr>
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<tr>
<td>GER 600 Contemplative Aspects to Aging</td>
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<td>GER 510 Concepts of Management</td>
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<td>GER 640 Aging and Health Elective</td>
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<tr>
<td>GER 580 Death and Loss as Opportunities for Healing</td>
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<tr>
<td>GER 647 Social Aspects of Aging</td>
<td>2</td>
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<tr>
<td>GER 650 Contemplative Approaches to Elder Care</td>
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<tr>
<td>GER 755 Psychology of Aging</td>
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<td>GER 800 Professional Seminar</td>
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<td>GER 850 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 670 Public Policy</td>
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<td>GER 850 Internship</td>
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<td>GER 880 Master's Paper Seminar Elective</td>
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### REQUIRMENTS FOR MA 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 internships and professional experience 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 510 Concepts of Management</td>
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<td>GER 820 Long-Term Care Delivery Systems</td>
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<td>GER 630 Managerial Accounting</td>
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<tr>
<td>GER 647 Social Aspects of Aging</td>
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<td>GER 650 Contemplative Approaches to Elder Care</td>
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<td>GER 580 Financial Aspects of Long-Term Care</td>
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<td>GER 755 Psychology of Aging</td>
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<td>GER 800 Professional Seminar</td>
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<td>GER 850 Internship</td>
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<td><strong>First year, summer</strong></td>
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<td>GER 570 Working with Elders in the Creative Process</td>
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<td>GER 800 Professional Seminar</td>
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<td>GER 670 Public Policy</td>
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<td>GER 740 Human Resources Management</td>
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<td>GER 750 Legal &amp; Ethical Environments of LTC</td>
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Second year, spring

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<td>GER 580</td>
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<td>GER 850</td>
<td>Internship</td>
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<td>GER 880</td>
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The Master's program in Gerontology offered at Naropa University has been suspended for one year. We will not be enrolling a class in fall 2003. This suspension is due to low enrollments. We are taking the year to examine our offerings, the fields of aging and serving elders to determine how we can best serve this population. We take great pride in the activities our alumni are involved in and know that working with elders is important and is directly linked to Naropa University's mission. Please keep in touch with our website for developments.
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 offsprings, 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 both 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 “ninyan” 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.

LICENSE

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 allowed to...

Core Faculty:
Lauren Cavalino
Marc Andrew Jack
Karen Krista Wegela, Chair

Adjunct Faculty:
Liv Caspar
Martin Caspar
Eric Chapin
Sharon Conlin
Janie Emery
Kathy Emery
Jack Gipple
Steve Henne
Peter Hurst
Francis Kaklaskas
Allyn Lyon
Susan Nimmermaneminda
Sandy Novak
Judith Partin
Pat Patton
Jeff Price
Bill Still
Alexandra Shenpen
J. Sport
Julian Stollmeyer
Helena Unger
Robert Unger
Karen Wilting
Mary Wright

Administrative Director:
Tharpa Lowry

Office Manager:
Dolly Meece

Internship Coordinator:
J. Sport
sit for the LPC 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 LPC credential. These requirements form the basis for many states’ licensure in professional counseling. For more information about licensure in Colorado, call the LPC Board at (303) 894-7765. All prospective students should research the licensure requirements for the state(s) in which they plan to practice.

INTERNSHIP

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 coordinators 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
5. Child, Adolescents, and Family Services
6. Community Support Services Team
7. Emergency Psychiatrist Services
8. Longmont Team
9. Sexual Abuse Team
10. Boulder County Safehouse
11. Colorado AIDS Project
12. The Counseling Center
13. The Gathering Place
14. The Mental Health Corporation of Denver
15. Pastoral Care Services
16. University of Colorado: Multicultural Counseling Center Employee Assistance Program
17. Veterans Center

STUDENT SUCCESS

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 administration, as well as how they handle obstacles that arise and how they work with feedback based on any of the above criteria.

MASTER’S PAPER

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 experts at recognizing sanity within even the most confused and distorted states of mind and are trained to nurture this sanity in themselves and in their clients.

2. Contemplative Practice

Because the ground of working with others is familiarity with one’s own experience, the program emphasizes meditation practice and body-mind awareness disciplines. Students are 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 maitri space-awareness practice. Space-awareness practice is done in each of five rooms. Each differently colored room tends to intensify different emotional and psychological states in both their “wisdom” aspects and
confused aspects. By doing maitri space awareness practice in the context of both personal awareness meditation and also of community, students recognize their own patterns, become friendly toward themselves in different states of mind and develop genuine humor and compassion toward themselves and others. This often leads to relaxation and fearlessness when working with others. Students spend approximately a month at maitri in the first and second years, and about a week at maitri in the spring of the third year.

5. Clinical Tutorial Groups

During the internship year, students participate weekly in small tutorial groups of three students and two clinical faculty members. Using a specially designed contemplative practice called "body/speech/mind" students develop the ability to fearlessly and gently touch another's pain. When combined with ongoing meditation practice, this style of presentation cultivates compassion and the ability to be present with others in genuine relationship.

6. Emphasis on Uniqueness of Each Student-Therapist

Emphasis is on each participating student finding his/her own unique resources and style. Paradoxically, this is achieved by everyone following the same course of study. Within the context of community and meditation practice, students discover who they most fundamentally are and are encouraged to develop maitri, or unconditional friendliness toward themselves. Our graduates have been recognized for their self-confidence and for their ability to be with clients without demanding that their clients change to meet their therapists' private needs and agendas.

REQUIREMENTS FOR MA PSYCHOLOGY: CONTEMPLATIVE PSYCHOTHERAPY

Courses & Credits

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<td>PSYC 609 Group Process I</td>
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<td>PSYC 618 Human Growth and Development: Contemplative View</td>
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First year, spring

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<td>PSYC 628 Evolution of Concepts in Western Psychotherapy</td>
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<td>PSYC 658 Buddhist Psychology II: Abhidharma</td>
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<td>PSYC 666 Family Process</td>
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<td>PSYC 678 Psychopathology I: Sanity and Neurosis</td>
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<td>PSYC 689 Maitri Program I</td>
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<td>PSYC 718 Community</td>
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Second year, fall

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<td>PSYC 669 Buddhist Psychology III: Compassion and the Heart of Emptiness</td>
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<td>PSYC 728 Therapeutic Relationships I</td>
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<td>PSYC 738 Psychopathology II: Psychosis</td>
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<td>PSYC 798 Theory and Practice of Group Psychotherapy</td>
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<td>PSYC 650 Diversity Awareness and Multicultural Competence</td>
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Second year, spring

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Third year, fall

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Third year, spring

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<td>PSYC 868 Clinical Tutorial II</td>
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<td>PSYC 888 Master's Paper Seminar</td>
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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 two of two possible 60.5-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. The 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 model of Body Psychotherapy and the modern models of sensorimotor tracking, conscious movement and relational techniques. Students train in science-based as well as intuitively based forms such as integrative Body Psychotherapy, Body-Mind Centering and the Moving Cycle.

COUNSELING EXPERIENTIAL

Students are required to complete 30 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 therapy sessions is not included in the listed tuition costs.

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 three years long. Part-time study is also available. The recommended and most frequent completion time for both degree programs is three years.

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 bodyworkers who have contributed to our understanding of how the body lives, heals and transforms. It also exposes the student to the scientific underpinnings of
somatic psychology, originating from the fields of biopsychology, neurology and psychoneuroimmunology (PNI). The skills portion of this program focuses on awareness training, embodied responsiveness, intuitive and empathetic relating and active guidance through body-oriented movement intervention in the therapeutic encounters.

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 assessment, appraisal 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.

LICENSED

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 allowed 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 their state(s) in which they plan to practice.

INTERNATIONAL

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 70 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

THESIS

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.

STUDENT SUCCESS/PROGRAM SUPPORT

It is essential that students understand that acceptance into the program does not guarantee its completion. Over the course of the student's journey, the student and/or the department may find that the student is not able to meet or sustain the level of clinical skill or professionalism that the department and the field requires. While the department has structures to support the student's efforts to achieve success, it cannot be guaranteed. In many ways, success is defined by the student's readiness for and commitment to the educational and professional journey.

REQUIREMENTS FOR MA SOMATIC PSYCHOLOGY: DANCE/MOVEMENT THERAPY

Three-Year Plan

If the student has not finished the thesis and clinical practice after completing the required coursework, the student must enroll in PSYS 881, “Extended Thesis,” and/or PSYS 877, “Extended Internship Placement,” until graduation.

Courses

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<td>PSYS 626</td>
<td>Foundations of Dance/Movement Therapy</td>
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<td>PSYS 657</td>
<td>Theories of Somatic Psychology</td>
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<tr>
<td>PSYS 682</td>
<td>Life-Span Development: Somatic Perspectives</td>
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SUBTOTAL 11

First year, spring

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<td>PSYS 621</td>
<td>Movement Observation &amp; Assessment</td>
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<td>PSYS 656</td>
<td>Somatic Counseling Skills II</td>
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<td>PSYS 683</td>
<td>Group Process and Dynamics</td>
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<tr>
<td>PSYS 637</td>
<td>Foundations of Movement, Patterning and Analysis</td>
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SUBTOTAL 11

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<td>PSYS 700</td>
<td>Research and Statistics</td>
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<td>PSYS 706</td>
<td>Creative Arts Therapies: Groups and Special Populations</td>
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PSYS 606  Somatoc Counseling Skills I  2
PSYS 626  Foundations of Body Psychotherapy  3
PSYS 657  Theories of Somatic Psychology  3
PSYS 682  Life-Span Development: Somatic Perspectives  3

SUBTOTAL  11

First year, spring
PSYS 613  Culturally Competent Therapist  1
PSYS 621  Observation and Assessment: Body-Mind Perspectives  2
PSYS 637  Foundations of Movement, Patterning and Analysis  3
PSYS 656  Somatoc Counseling Skills II  2
PSYS 683  Group Process and Dynamics  3

SUBTOTAL  11

Second year, fall
PSYS 557  Somatic Dance: Body Mind Psychotherapy  2
PSYS 700  Research and Statistics  3
PSYS 702  Somatic Developmental Psychotherapy  3
PSYS 722  Trauma in the Body  2
PSYS 707  Multicultural Issues  2
PSYS 716  Family System Skills  2

SUBTOTAL  11

Third year, fall
PSYS 607  Clinical Process: Somatic Psychopathology  3
PSYS 856  Professional Preparedness  3
PSYS 826  Dance Therapy Internship Seminar I A  2
PSYS 816  Dance Therapy Internship Placement I A  5
PSYS 837  Thesis Research I  3

SUBTOTAL  10

Second year, spring
PSYS 647  Relationship, Sexuality and Couples Therapy  2
PSYS 687  Clinical Orientation  2
PSYS 736  Methods of Psychotherapy  2
PSYS 756  Dying and Being Born: The Beginning and End of Life Cycle Development  2
PSYS 778  Lifestyles and Career development  3
PSYS 836  Thesis Research I  5

SUBTOTAL  11.5

Third year, spring
PSYS 607  Clinical Process: Somatic Psychopathology  3
PSYS 826  Body Psychotherapy Internship Seminar I B  2
PSYS 816  Body Psychotherapy Internship Placement I B  5
PSYS 837  Thesis Research I  3
PSYS 856  Professional Preparedness  2

SUBTOTAL  10

REQUIREMENTS FOR MA SOMATIC PSYCHOLOGY: BODY PSYCHOTHERAPY

Three-Year Plan

Courses

First year, fall
PSYS 606  Somatoc Counseling Skills I  2
PSYS 626  Foundations of Body Psychotherapy  3
PSYS 657  Theories of Somatic Psychology  3
PSYS 682  Life-Span Development: Somatic Perspectives  3

SUBTOTAL  11

First year, spring
PSYS 613  Culturally Competent Therapist  1
PSYS 621  Observation and Assessment: Body-Mind Perspectives  2
PSYS 637  Foundations of Movement, Patterning and Analysis  3
PSYS 656  Somatoc Counseling Skills II  2
PSYS 683  Group Process and Dynamics  3

SUBTOTAL  11

Second year, fall
PSYS 557  Somatic Dance: Body Mind Psychotherapy  2
PSYS 700  Research and Statistics  3
PSYS 702  Somatic Developmental Psychotherapy  3
PSYS 722  Trauma in the Body  2
PSYS 707  Multicultural Issues  2
PSYS 716  Family System Skills  2

SUBTOTAL  11

Second year, spring
PSYS 647  Relationship, Sexuality and Couples Therapy  2
PSYS 687  Clinical Orientation  2
PSYS 736  Methods of Psychotherapy  2
PSYS 756  Dying and Being Born: The Beginning and End of Life Cycle Development  2
PSYS 778  Lifestyles and Career development  3
PSYS 836  Thesis Research I  5

SUBTOTAL  11.5

Third year, fall
PSYS 607  Clinical Process: Somatic Psychopathology  3
PSYS 826  Body Psychotherapy Internship Seminar I B  2
PSYS 816  Body Psychotherapy Internship Placement I B  5
PSYS 837  Thesis Research I  3
PSYS 856  Professional Preparedness  2

SUBTOTAL  10

Third year, spring
PSYS 866  Body Psychotherapy Internship Placement II B  0.5
PSYS 876  Body Psychotherapy Internship Seminar II B  2
PSYS 881  Extended Thesis  3

SUBTOTAL  6

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:

PSYS 600  Theories and Techniques of Play Therapy (online only)  2
PSYS 610  Developmental Issues in Play Therapy  2
PSYS 630  Play Therapy and Family Systems  2
PSYS 620  Body-Centered Play Therapy  2
PSYS 705  Marriage and Family Sandplay Therapy  2

Graduate Academic Programs: Somatic Psychology 101
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 orientation, understanding and development of the counselor. To this end, the program seeks to support students’ own development and to open new possibilities for their personal journeys and professional competence. The faculty provide diverse perspectives 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 MA in Transpersonal Counseling Psychology is designed as a three-year, full-time program. Most students complete the program in three years, and in extraordinary circumstances, four years may be approved. 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 requires 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 (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 allowed to sit for the LPC examination in the state of Colorado. An art therapy graduate will have also completed the necessary requirements to pursue credentials for ATR 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 MA 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 Alcoholic 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.
- Karis Family Center
- Maria Drose 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
- Namqua Center
- Project Self Discovery
- QualLife Wellness Community
- The Counseling Center

Agencies currently participating in the field placement program for the Music Therapy concentration include:

- Adams 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 (adjudicated), 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).

PROGRAM COMPLETION AND SUPPORT

It is important that students understand that acceptance into the program does not guarantee completion. The student or the department may find that the student is not able to meet the level of academic, clinical or professional requirements that the department and the field requires. To apply for the internship portion of the program all students are required to demonstrate adequate therapeutic knowledge, therapeutic skills, ability to self-evaluate, communication skills, empathy, maturity and professional decorum. Successful completion of the internship is one of the components necessary for graduation. While the department has structures to assist students who are having difficulty completing the program requirements, we cannot guarantee completion or graduation from 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, ecopsychology, therapy with children, adolescents and families and world wisdom traditions.

Phoebe Phelps
George Ramsey
Julia Schwab
Alexandra Shippen
Fran Shure
Solta
Kay Stone
Victoria Story
Bruce Tiff
Kristen Tussey
Jessica Zeller

Administrative Director:
Debra Horowitz

Internship Coordinators:
Laura Beer
Lucie Kiwimagi
Judith Marshall

Academic Advisors:
Carol Herrick
Sassy Hess
Jennifer Hinton
Kate Mayz
Meryl Rothaus
Colleen Stewart

Admission Coordinators:
Sasy Hess
Kate Mayz
Colleen Stewart
Kim Thomas
Sue Wellingford
### REQUIREMENTS FOR MA TRANSPERSONAL COUNSELING PSYCHOLOGY

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<tr>
<td>PSYT 610 Human Development</td>
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<td>PSYT 611 Counseling Relationship I: Techniques and Practice</td>
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<td>PSYT 621 Psychology of Meditation I: Mindfulness Training</td>
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<td>PSYT 661 Counseling Relationship II: Lifestyles and Career</td>
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<td>PSYT 710 Family Systems</td>
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<td>PSYT 720 Meditation Practicum I: Cultivating Awareness</td>
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<td>PSYT 601 Gestalt I: Awareness</td>
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<td>PSYT 671 Psychology of Meditation II: Applications to Counseling</td>
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<td>PSYT 680 Group Dynamics and Leadership</td>
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### 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 skill 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 MA TRANSPERSONAL COUNSELING PSYCHOLOGY: ART THERAPY

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<td>PSYT 621 Psychology of Meditation I: Mindfulness Training</td>
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<td>PSYT 634 History and Theory of Art Therapy</td>
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### Second year, spring

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<td>PSYТ 710 Family Systems</td>
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<tr>
<td>PSYТ 754 Skills IV: Adult Development &amp; Special Populations (Art Therapy Emphasis)</td>
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<td>PSYТ 756 Clinical Practicum (Art Therapy Emphasis)</td>
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<tr>
<td>PSYТ 770 Meditation Practicum II: Developing Compassion</td>
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**SUBTOTAL:** 11

### Second year, summer

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elective(s)</td>
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<tr>
<td>Body Awareness</td>
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### Third year, fall

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<tr>
<td>PSYТ 804 Field Placement I: Art Therapy (Internship)</td>
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### Third year, spring

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<td>PSYТ 844 Internship Studio Methods II</td>
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<td>PSYТ 854 Field Placement II: Art Therapy (Internship)</td>
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<tr>
<td>PSYТ 864 Professional Seminar &amp; Ethics II: Art Therapy</td>
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<tr>
<td>PSYТ 880 Master's Paper Seminar II</td>
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<tr>
<td>Elective(s) and/or Body Awareness</td>
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**SUBTOTAL:** 7–9

**TOTAL CREDITS:** 60

### 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 Naropa 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 MA TRANSPERSONAL COUNSELING PSYCHOLOGY: MUSIC THERAPY

<table>
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<tr>
<th>Courses</th>
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<tr>
<td>PSYТ 610 Human Development</td>
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<tr>
<td>PSYТ 611 Counseling Relationship I: Techniques and Practice</td>
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<tr>
<td>PSYТ 621 Psychology of Meditation I: Mindfulness Training</td>
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<tr>
<td>PSYТ 625 Music Therapy: History, Theory and Practice</td>
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**SUBTOTAL:** 12

### First year, spring

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<td>PSYТ 525 Music Therapy Institute</td>
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<tr>
<td>PSYТ 661 Counseling Relationship II: Lifestyles and Career</td>
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<tr>
<td>PSYТ 670 Transpersonal Psychology</td>
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<td>PSYТ 720 Meditation Practicum I: Cultivating Awareness</td>
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<td>PSYТ 775 Music Therapy: Special Populations</td>
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**SUBTOTAL:** 11

### Second year, fall

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<th>Course</th>
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<td>PSYТ 671 Psychology of Meditation II: Applications to Counseling</td>
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<td>PSYТ 680 Group Dynamics &amp; Leadership</td>
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<tr>
<td>PSYТ 700 Research &amp; Statistics</td>
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<tr>
<td>PSYТ 705 Music Therapy Practicum I</td>
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<tr>
<td>PSYТ 715 Music Skills</td>
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### Second year, spring

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<tr>
<td>PSYТ 525 Music Therapy Institute</td>
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<tr>
<td>PSYТ 660 Clinical Assessment</td>
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<td>PSYТ 710 Family Systems</td>
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<tr>
<td>PSYТ 714 Multicultural Issues in Therapy</td>
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<tr>
<td>PSYТ 732 Clinical Improvisation</td>
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<td>PSYТ 735 Music Therapy Practicum II</td>
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<td>PSYТ 770 Meditation Practicum II: Developing Compassion</td>
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**SUBTOTAL:** 13

### Third year, fall

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<td>PSYТ 815 Professional Seminar &amp; Ethics II: Music Therapy</td>
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<tr>
<td>PSYТ 830 Master's Paper I</td>
<td>0.5</td>
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<tr>
<td>Body Awareness</td>
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**SUBTOTAL:** 8
Third year, spring
PSY 855 Field Placement II: Music Therapy 3
PSY 865 Professional Seminar & Ethics II: Music Therapy 2.5
PSY 880 Master's Paper II 0.5
SUBTOTAL 6
TOTAL CREDITS 61
(Of which, 28 are music therapy)

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 program's first year, 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 and 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 MA
Transpersonal Counseling Psychology: Wilderness Therapy

Courses Credits
First year, fall
PSY 609 Introductory Outdoor Intensive 2
PSY 610 Human Development 3
PSY 612 Counseling Relationship to Wilderness Therapy: Techniques & Practice 3
PSY 621 Psychology of Meditation I: Mindfulness Training 3
PSY 700 Research & Statistics 2
SUBTOTAL 13

First year, spring
PSY 660 Clinical Assessment 3
PSY 662 Counseling Relationship to Wilderness Therapy: Lifestyle & Careers 3
PSY 710 Family Systems 3
PSY 714 Multicultural Issues in Therapy 1
PSY 720 Meditation Practicum II: Cultivating Awareness 1
SUBTOTAL 11

Second year, fall
PSY 627 Contemplative Perspectives & Practice I: Cultivating Compassion 1
PSY 629 Family Systems Interventions I 1.5
PSY 706 Group Dynamics and Outdoor Leadership I: Experiential 2
PSY 708 Outdoor Skills I 1
PSY 719 Ecopsychology: Transpersonal Perspectives 2
PSY 736 Ecology and Natural History I: Observations 1.5
PSY 752 Children & Adolescent Interventions: Wilderness Settings 3
SUBTOTAL 12

Second year, spring
PSY 647 Contemplative Perspectives and Practice II: Applications to Counseling 1
PSY 649 Family Systems Interventions II 1.5
PSY 707 Adults & Special Populations Interventions: Wilderness Settings 3
PSY 726 Group Dynamics and Outdoor Leadership II: Facilitation 2
PSY 728 Outdoor Skills II 1
PSY 742 Nature & Art: Expressive Therapies 2
PSY 756 Ecology and Natural History II: Applications to Counseling 1.5
SUBTOTAL 12

Third year, fall
PSY 845 Professional Seminar & Ethics I 2.5
PSY 830 Master's Paper Seminar I 0.5
PSY 850 Field Placement I 3
SUBTOTAL 6

Third year, spring
PSY 845 Professional Seminar & Ethics II 2.5
PSY 880 Master's Paper Seminar II 0.5
PSY 850 Field Placement II 3
SUBTOTAL 6
TOTAL CREDITS 60
Transpersonal Psychology
(online, low-residency program)

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.

REQUIREMENTS FOR MA TRANSPERSONAL PSYCHOLOGY

<table>
<thead>
<tr>
<th>Courses</th>
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<td><strong>First year, summer</strong></td>
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<tr>
<td>PSYT 608 Residential Intensive I</td>
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<td><strong>First year, fall</strong></td>
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<tr>
<td>PSYT 570e Transpersonal Psychology:</td>
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<tr>
<td>Background and Central Concepts</td>
<td>3</td>
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<tr>
<td>REL 500e Meditation Practicum I</td>
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<tr>
<td><strong>First year, spring</strong></td>
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<tr>
<td>PSYT 572e Transpersonal Psychology II:</td>
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<tr>
<td>Theorists and Applications</td>
<td>3</td>
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<tr>
<td>REL 510e Meditation Practicum II</td>
<td>3</td>
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<tr>
<td><strong>Second year, summer</strong></td>
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<tr>
<td>PSYT 618 Residential Intensive in</td>
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<td>Transpersonal Psychology II</td>
<td>3</td>
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<td><strong>Second year, fall</strong></td>
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<td>PSYT 738e Transpersonal Service Learning I</td>
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<td><strong>Second year, spring</strong></td>
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<tr>
<td>PSYT 839e Master’s Paper Online Seminar I</td>
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<td>SUBTOTAL</td>
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Choose 12 credits from the following electives:

- Aging and the Human Spirit
- Ecopsychology
- Emotional Development
- Personality Theories
- Shambhala Meditation Practicum
- Theories of Somatic Psychology
- World Wisdom

ELECTIVES 12

TOTAL CREDITS 36

Concentration in Ecopsychology

Ecopsychology integrates psychology and ecology in the study of human-nature relationships. At Naropa University, contemplative practice and transpersonal psychology provide a foundation for this integration. The Ecopsychology concentration within the MA degree in Transpersonal Psychology is a two-year program, beginning in the summer. Each year, students take two courses on campus in the summer and two courses online in both fall and spring semesters. Students also attend a three-day course in Boulder each winter.
The first year is devoted to study of ecopsychology, ecology, transpersonal psychology and contemplative practice. In the second year, students complete both intellectual and service learning projects, in addition to taking elective courses.

**Key Features of the Program**

- Low-residency program that can be completed in two years with minimal travel.
- Exposure to some of the leading faculty in the world in ecopsychology.
- A wilderness course in which students receive direct experience and training in ecopsychology theory and practice.
- Summer and January residential intensives on campus which allow community building with fellow students and faculty.
- Required courses, electives and options for self-designed learning.
- A unique contemplative and transpersonal orientation to ecopsychology.
- A variety of online communication tools including audio and video lectures, group discussions, private online journals, chat rooms and chats.

**Requirements for MA Transpersonal Psychology: Ecopsychology**

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<th>Courses</th>
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<td>PSYT 608 Residential Intensive I (Boulder)</td>
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<td>PSYT 608 Meditation Course</td>
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<tr>
<td>PSYT 515e Ecopsychology I</td>
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<td>PSYT 670e Transpersonal Psychology I</td>
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<tr>
<td>Weekend Intensive I</td>
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<tr>
<td>ENV 520e Deep Ecology in Context</td>
<td>3</td>
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<tr>
<td>ENV 532e Gaia, Ecology &amp; Evolution</td>
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<tr>
<td>PSYT TBA Psychology of Wilderness Experience</td>
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<tr>
<td>ENV 528 Ecopsychology Training:</td>
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<td>Waking Up Together</td>
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<td>PSYT 738e Transpersonal Service Learning I</td>
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<td>PSYT 839e Master's Paper Online I</td>
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<td>Weekend Intensive II</td>
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<td>PSYT 748e Transpersonal Service Learning II</td>
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<td>PSYT 880e Master's Paper Online II</td>
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<td><strong>TOTAL CREDITS</strong></td>
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MFA Theater

Naropa University's MFA in Theater offers two separate advanced concentrations in performance. The two-year concentration in Contemporary Performance is located on campus in Boulder, Colorado. Both years of the Lecoq Based Actor Created Theater occur in London, UK, through the London International School of Performing Arts. Though the pedagogies, aesthetics, faculties and student bodies of these tracks are separate and autonomous, the programs share a deep commitment to technical rigor and innovative creation of new forms.

For students entering in fall 2003, please contact the Admissions Office for curriculum requirements.

Concentration in Contemporary Performance

Naropa University will offer a new concentration in Contemporary Performance. Proposed for fall 2004, the program is designed to train professional performers, creators and facilitators of performance. It is the first graduate training program integrating contemporary physical theater, viewpoints theory and practice and traditional contemplative practices. The program welcomes applicants with a dual interest in professionally performing and creating, as well as teaching.

The curriculum is based on the following techniques and influences:

- The psychophysical acting work of Jerzy Grotowski
- The viewpoints as both performance technique and directing/choreographic method
- Roy Hart vocal work applied to song and text
- Somatic physical techniques and contemporary dance/movement forms
- Traditional contemplative arts and practices

The concentration in Contemporary Performance will average six hours a day of studio work including in-class rehearsal time or faculty facilitated project work.

Participants in Contemporary Performance will average six hours a day of studio work including in-class rehearsal time or faculty facilitated project work. Sequential vocal, movement/dance and acting study will progress throughout the year. The curriculum core is comprised of the following: intensives, led by core faculty and guest artists in viewpoints; contemplative practices; physical acting work; movement/dance improvisation; self-scripting work; choreography for the theater and production work. Second-year students will have the option of participating in workshop projects by international directors or choreographers known for their interdisciplinary approach.

The concentration in Contemporary Performance is chaired by Wendell Beavers. He was named director of performing arts at Naropa in 2003. He was a founding faculty member and early director of New York University's Experimental Theater Wing (ETW) where he taught from 1979-2003. He was a principal architect of ETW's unique dance/physical theater cross curriculum. He worked extensively with Mary Overlie, originator of the viewpoints, and is recognized as one of the earliest innovators of that technique. He was also a founding member and early director of Movement Research in New York and has taught and performed his own choreography since the mid 1980s. He has trained casts or collaborated with many directors at ETW and elsewhere including Robert Wilson, Anne Bogart, Richard Foreman, Mabou Mines, Kevin Kuhlke, Steve Wangh. His students have gone on to work in many experimental companies including The Wooster Group, Mabou Mines, Tectonic Theater and have been featured in film, television and many commercial venues.

Chair of Contemporary Performance and Director of Performing Arts: Wendell Beavers

Chair of Lecoq Based Actor Created Theater: Amy Russell

Lecoq Based Program Instructors: Thomas Prattki Paola Rizza Susana Lاصتی Machel Murphy Alan Fairbairn

Guest Instructors Have Included: Erik Blau Lazer Vaudeville Frequent Flyers Jonathan Becker

Administrative Director: Maita Murphy

1) Rigorous physical and vocal training based on integration of traditional world forms and new, somatic, experientially based technique. The pedagogical goal is to technically extend and balance the three traditional areas of voice, acting/directing and movement/dance training in such a way that the work of graduates in these areas becomes known for integration and innovation.

2) Extensive production work including solo and small group self-generated work, and lab style ensemble productions of original material or reinterpretations of existing plays and texts led by faculty or guest artists. The two-year program is designed to strike a balance between rigorous, carefully sequenced ensemble training focused entirely on the individual journey of the student and a turning outward, through creation and production of new performance work. Public performance, particularly in the second year, is considered an integral part of the training.
Concentration in Lecoq Based Actor Created Theater*

Naropa University, in cooperation with the London International School of Performing Arts, offers an MFA in actor created theater based on the pedagogy of Jacques Lecoq, led by a team of teachers trained by Lecoq himself. The training is rigorously physical in its approach, focusing on the dramatic and image-making capabilities of the actor's body, and locating the body as the source of invention of new theatrical forms and languages.

The curriculum of the first year includes:

- The basis of improvisation: an observation of everyday life
- The neutral mask: essentialized natural movement, developing both calm and risk-taking
- The dynamics of nature: natural phenomena 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
-佰datory: 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

The curriculum of the second year includes:

- Storytelling Languages: silent storytelling, moving pictures and the world of narration
- Commedia dell'Arte: an exploration of traditional Commedia dell'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

The daily and weekly schedule for both first and second year balances improvisation and movement classes. Collaborative creation is fostered by the daily invention and rehearsal of the students' group work, known as autocours, which is performed at the end of each week.

The curriculum is presented by the international teaching staff of the London International School of Performing Arts, under the direction of Thomas Prattik, and by the chair of the Naropa MFA in Actor Created Theater, Amy Russell. After the death of Jacques Lecoq in 1999, Thomas Prattik assumed the pedagogical direction of the École Internationale de Théâtre Jacques Lecoq for three years, before leaving to create a new and independent school in London. Amy Russell created and led the Naropa MFA in Actor Created Physical Theater in Boulder, now graduating its first class of MFAs. The program moves to London in the fall of 2003.

The location, in central London, offers the students all the advantages of an international metropolis and hub of the arts. Additionally, the MFA students are fully mixed with the international students of LISP, who, like the masters candidates, are training to be collaborative creators of new theater.

*Pending NCA Approval
MFA Writing and Poetics

“Always treat language like a dangerous toy.”
—Anselm Hollo, faculty

THE JACK KEROUAC SCHOOL
OF DISEMBODIED POETICS

Naropa University’s Department of Writing and Poetics aspires to the classical Greek academy’s, 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 confines the contemplative viharas 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 Sunyata 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 active 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 publishing, 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, Harper’s, Bomb, AWP Newsletter and in the anthologies, American Poets Say Good-bye To The Twentieth Century, Flippin’ Filipinos on America and Returning a Borrowed Tongue. In addition, Naropa graduates have appeared on MTV’s Spoken Word program and on The United States of Poetry series on PBS. Our graduates have entered careers in arts administration, publishing, television and screen writing, and have gone on to PhD 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 MFA 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.

Co-Founders:
Allen Ginsberg
Anne Waldman

Care Faculty:
Steven Taylor, Chair
Keith Abbott
Red Dye
Babbie Louise Hawkins
Anselm Hollo
Laird Hunt
Andrew Schelling
Eleni Sikelianos
Anne Waldman
(Distinguished Professor of Poetics)

Adjunct Faculty:
Junior Burke
Lee Christopher
Jack Collam
Bhanu Kapil Rider
Brad O'Sullivan
Julie Seko

Administrative Director:
Judith Hunter

Academic Advisor:
Samantha Wall
Writing Workshops

Writing workshops are semester-long courses in creative writing. They consist of the practice of poetry, the practice of fiction and the practice of translation. Workshops require regular submission of original work for critique, oral presentation and editing. Students are encouraged to develop expertise in a variety of compositional modes and editorial skills.

Writing and Poetics workshops are semester-long, three-credit-hour courses, in other programs the term “workshop” may indicate a single weekend course. A one-credit-hour weekend course is referred to as “practicum.”

Creative Reading & 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 six-credit 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

MFA students must take three credit hours from the courses listed as fulfilling the contemplative course requirement. There are a variety of courses available that satisfy this requirement, including tai-chi ch’uan, sitting meditation, aikido, ikebana, sumi brushstroke, thangka painting and yoga, among others. Each of these disciplines provides training in an art form that cultivates mindful awareness. Contemplative courses require no adherence to any particular religious doctrine.

Final manuscript

In their last semester, Master of Fine Arts students submit a final manuscript consisting of a creative manuscript (64 to 90 pages of poetry; 90 to 125 pages of prose) and a critical thesis of 25 to 30 pages with bibliography. Creative manuscripts may include 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 (WRI 880) according to a specific schedule of deadlines. Only one manuscript extension is permitted (see below). Critical thesis topic proposals must be submitted and approved in the semester prior to the manuscript semester. Submission deadlines are available at the Writing and Poetics Office.

Extended Manuscript

Graduate students may register for a 0.5 credit hour “Extended Manuscript Semester” (WRI 881) if their work on the final manuscript and critical thesis receives a grade of SP (satisfactory progress). A writing and poetics program student may enroll in one extended manuscript semester only if the final manuscript, including the critical thesis, is not completed within that semester, the student will not graduate from the program.

Registration for extended-manuscript semester is subject to advisor approval and requires an additional tuition and processing fee. For more information see the “Special Student Status” section in the Naropa Degree Student Handbook.

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 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 requirement for one concentration or the other must be met.

Poetry

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

Prose

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

Students electing this concentration must take two Practice of Translation workshops and one other workshop in either the poetry or prose concentrations. The MFA 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 MFA 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 645A Literature Seminar: Twentieth Century European Poets
WRI 645B Literature Seminar: Classical Modernism
WRI 645C Literature Seminar: Tracks Along the Left Coast
WRI 655 Trends in Contemporary Literature: Introduction to Critical Theory
WRI 657 Creative Reading and Writing: Memoir/Anti-Memoir
WRI 713 Creative Reading and Writing: Writing with Shakespeare
WRI 718 Literature Seminar: The Cantos of Ezra Pound
WRI 722 Eco Literature
WRI 725 Expository Essay
WRI 728 Literature Seminar: The Novel Right Now
WRI 739 Contemplative Poetics
WRI 735 Trends In Contemporary Literature: Introduction to Feminist Criticism
WRI 731 Creative Reading and Writing: Sequences (prerequisite required)

SUBTOTAL 9

Electives offered by the Writing and Poetics Department

Choose six credits from the following:

WRI 602 Letterpress Printing: The Well-Dressed Word 3
WRI 606W Poetry Practicum: Rhizomic Poetics 1
WRI 608W Writer’s Practicum: Designing a Writing Workshop 2
WRI 622 Letterpress Printing: First Impressions 3
WRI 700A Writing Pedagogy: Composition and Writing Center Theory 2
WRI 700B Writing Pedagogy: Theory of Teaching Creative Writing 3
WRI 702W Poetry Practicum: Small Press 1
WRI 704W Prose Practicum: TBA 1
WRI 705 Writing Pedagogy Practicum 2
WRI 708W Writer’s Practicum: Writing in Performance 2
WRI 781 Project Outreach 2-3

SUBTOTAL 6

Contemplative Courses

Choose three credits.

See courses listed in the catalog that satisfy contemplative requirements.

SUBTOTAL 3

Final Manuscript

WRI 880 Final Manuscript 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 Betenson, 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 audiotapes are available to students. In recent years this archive has been augmented with a selection of videotapes.

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 filmmaker, scholar and musicologist Harry Smith resided. Printers Brad O’Sullivan and Julie Seko teach letterpress printing courses, which are offered every semester. Andrew Schelling serves as faculty advisor.

Writing and Poetics Scholarships
For a listing of scholarships available to students in the Department of Writing and Poetics, consult the "Academic Scholarships" section 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-it journals. Independent, short-run publishing projects are frequently initiated by students.
MFA Creative Writing
(online, low-residency program)

"Something you feel will find its own form."
—Jack Kerouac

Naropa University is pleased to announce the inauguration of a low-residency Master of Fine Arts in Creative Writing. The program reflects the standards and qualities of the residential Writing & Poetics program offered at Naropa since 1974, when The Jack Kerouac School of Disembodied Poetics was founded by Allen Ginsberg and Anne Waldman at the (then) embryonic Naropa Institute in Boulder, Colorado. Since gaining accreditation in 1986, the Jack Kerouac School's Department of Writing and Poetics has offered a full-time, in-residency curriculum leading to the MFA in Writing & Poetics that is widely recognized as a leading program of its kind.

How Does Online Education work?
Basics: multimedia and written lectures, there are many methods to replace traditional classroom lectures and discussions. These have been made easy to navigate by creating a dynamic and fulfilling learning experience with each course. For instance, you need not be online at the same time as other students. Online classes at Naropa utilize the latest interactive Internet technologies with private, password-secure web pages for the exclusive use of the students and instructors of each class. An array of communication tools including audio lectures, group discussions and private online journals, as well as the on-site intensives, makes for a singularly dynamic community of students in the online Creative Writing program.

CURRICULUM
Students in the low-residency MFA program will fulfill 49 credit hours and enjoy the benefits of the Naropa experience without having to relinquish other commitments. Courses are taken online during the regular academic year, and two four-week summer semesters (or some combination totaling 16 credit hours), are completed at Naropa's Boulder campus.

A unique feature of the Jack Kerouac School, the Summer Writing Program is a month-long literary festival where low-residency MFA students share writing workshops and seminars with their peers in the full-residency MFA program in Writing & Poetics, discuss their work one-on-one with distinguished guest writers and join the larger community of students and guests for panel discussions, lectures and performances. For thirty years the Summer Writing Program has brought students together with many of the most dynamic poets, fiction writers, translators, performance artists, musicians and scholars of our time. Each of the four weeks hosts a different set of guest faculty and workshops, exposing students to a broad range of issues in compositional craft and contemporary culture.

The online MFA degree requires nine credit hours in online workshops, nine credit hours in online literature seminars, six credit hours in online elective studies, three credit hours in contemplative practice, sixteen credit hours in summer residence (spread out over two or three summers) and six credit hours in at-home manuscript creation for a total of 49 credits. While students on the Boulder campus usually take nine credit hours per semester, online students generally enroll for six (but no less than six) credit hours per semester to realize their degree in three years and to qualify for financial aid.

Writing workshops include Practice of Poetry, Practice of Fiction, Expository Essay and Creative Reading and Writing. These are semester-long, three-credit-hour courses in Creative Writing. Current offerings include the following: Practice of Poetry, Practice of Fiction, Expository Essay and Creative Reading and Writing. Workshops require regular submissions of original work for critique and editing. Students are encouraged to develop expertise in a variety of compositional modes and editorial skills.

MFA poetry workshops involve an intensive engagement with verse composition. Workshop writing may include Western and non-Western forms, as well as many possibilities of free verse and work with mixed genres. Courses will include reading and online discussion of modes of composition.

MFA prose workshops examine techniques of modern fiction and creative prose. Basic strategies for monologue, dialogue, point of view, characterization, scene construction, tone, narrative structure, transition and descriptive technique are explored and assigned for practice. In prose workshops, long and short fiction, memoirs, drama and screenplays are used to illustrate narrative. Workshops encourage student peer critique and develop editing skills and an informed vocabulary for online group participation.

Literature seminars focus on the works of particular authors, literary history and culture and contemporary trends in literary theory. They are titled Literature Seminar, Creative Reading and Writing, and Trends in Contemporary Literature. These courses (three credit
hours each) examine a single writer's work, specific topics in literary history, or encompass a survey of historical or theoretical orientations. All literature courses require critical papers in standard academic format.

**Elective Courses**

Six credit hours are required. Elective courses offered by Creative Writing Online include poetry or prose practicums (one credit hour each) taught by Naropa's guest faculty. Students can also choose from the array of more than forty online courses offered by other departments. See the online course listings to explore this option.

**Contemplative Courses**

Three credit hours are required in either Shambhala Meditation Practicum or t'ai-chi ch'uan (taken during the summer residency sessions).

**Final Manuscript**

In their last semester, Master of Fine Arts students submit a final manuscript (six credit hours) 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 must fulfill the minimum page requirements.

Final manuscripts including the creative manuscript and critical thesis must be submitted during the manuscript semester 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.

**Extended Manuscript and Thesis**

A student may, by special consent, extend the final manuscript and thesis one semester. To do so, the student must have received a grade of SP (satisfactory progress). An extended manuscript semester also requires tuition and processing fees equaling 0.5 credits. If the manuscript and thesis are not completed in the extended manuscript semester, the student will not graduate. The only exception would be in the case of a documented medical or family emergency.

**Concentrations**

Resident students pursuing the MFA in Writing and Poetics focus on one of three general categories of composition: poetry, prose or translation. While the online Master's program in Creative Writing will offer courses and workshops in poetry and prose, students may not commit to a concentration. Those who wish to devote more focus to a particular form are urged to apply to the residential MFA program.

**Requirements for MFA Creative Writing**

The Master of Fine Arts in Creative Writing requires 49 credit hours. Starting in the summer semesters, a student can expect to fulfill his or her requirements in six semesters. Following is a breakdown of the required classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 651-654 Summer Writing Program I</td>
<td>8</td>
</tr>
<tr>
<td>WRI 751-754 Summer Writing Program II</td>
<td>8</td>
</tr>
<tr>
<td>WRI 880 Manuscript (final semester)</td>
<td>6</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>Writing Workshops</td>
<td>9</td>
</tr>
<tr>
<td>Literature Courses</td>
<td>9</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td>Contemplative Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>27</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

**A Sample of One Academic Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Workshop</td>
<td>3</td>
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<tr>
<td>Literature course</td>
<td>3</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**MFA Creative Writing Online Course Offerings**

**Writing Workshops**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRI 634e The Art of the Essay: Exploring Creative Non-fiction</td>
<td>3</td>
</tr>
<tr>
<td>WRI 639e Practice of Poetry: Great Companions</td>
<td>3</td>
</tr>
<tr>
<td>WRI 641e Sculpting Prose</td>
<td>3</td>
</tr>
</tbody>
</table>

**Literature Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 600e The Beats and other Rebel Angels</td>
<td>3</td>
</tr>
<tr>
<td>WRI 632e The Feeling Tone</td>
<td>3</td>
</tr>
<tr>
<td>WRI 684e Creative Reading and Writing: Dramatic Measures</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses of study are in development:

- Literature Seminar: One's Own Language
- Practice of Prose: Characterization as Monologue
- Online Practicum: (Distinguished members of contributing faculty). Content and credit hours to be announced.
Naropa Oakland

CREATION SPIRITUALITY MLA
(BRANCH CAMPUS LOCATED IN OAKLAND, CALIFORNIA)
MLA Creation Spirituality

“Helped are those who are shown the existence of the Creator’s magic in the universe; they shall experience delight and astonishment, without ceasing.”

—Alice Walker, The Temple of My Familiar

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 oldest religion of humankind. Creation spirituality provides a solid foundation and holistic perspective from which to address the spiritual needs of contemporary life, because it starts with the revitalization of religion and culture, the honoring of women’s wisdom, the celebration of hope in today’s youth and the promotion of social and ecological justice. It is concerned with developing theologies and practices within religion and culture 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 the Office of Admissions, Naropa Oakland Campus, (510) 835-4827, ext. 19 or e-mail: aileeond@csnet.org

CREATION SPIRITUALITY CURRICULUM

The Master of Liberal Arts degree in Creation Spirituality requires 32 credit hours of study. Students may complete their requirements through participation in required intensive courses combined with either weekend intensive courses or weekend classes. A limited number of online elective courses 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 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 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, or intensives to meet their individual needs. Some independent study is also possible.

REQUIREMENTS FOR MLA CREATION SPIRITUALITY

Areas of Study Credits
Creation Spirituality/Cosmology 5
Core Readings 2
Mystics 2
Urban Spirituality/Engaged Spirituality 2
Digital Documentary 2
Art-as-Meditation* 2
Art-as-Community Building 2
Master's Project/Thesis /Process Group 3
Additional electives 14
(to include a minimum of 6 credits of seminar)
TOTAL CREDITS 32

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

Required Courses Credits
CSP 600 Creation Spirituality & Cosmology 3
CSP 601 Overview in Creation 1
Spirituality & Cosmology 1
CSP 603 Core Readings in Creation Spirituality 1
Engaged Spirituality 1
CSP 606 Engaged Spirituality 1
CSP 608 Master’s Project/Thesis 3
CSP 615 Creation Mystics 3
This requirement can also be met through the following courses on the mystics: CSP 616, 617, 518, 625, 625, 655, 660
CSP 642 Cosmology & the New Science 1-3
### Seminar Courses
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSP 615</td>
<td>Creation Mystics</td>
<td>1-3</td>
</tr>
<tr>
<td>CSP 616</td>
<td>Medieval Mystics</td>
<td>1-3</td>
</tr>
<tr>
<td>CSP 617</td>
<td>The Mysticism of Thomas Aquinas &amp; Ourselves</td>
<td>1</td>
</tr>
<tr>
<td>CSP 618</td>
<td>The Mysticism of Meister Eckhart</td>
<td>1</td>
</tr>
<tr>
<td>CSP 625</td>
<td>Mystical Poets and Creation Spirituality</td>
<td>1</td>
</tr>
<tr>
<td>CSP 626</td>
<td>Creation Mystics: Hildegard of Bingen</td>
<td>1</td>
</tr>
<tr>
<td>CSP 628</td>
<td>The Search for Common Ground: Howard Thurman</td>
<td>1-2</td>
</tr>
<tr>
<td>CSP 632B</td>
<td>Deep Eucumenism</td>
<td>1-3</td>
</tr>
<tr>
<td>CSP 636B</td>
<td>Eco-Spirituality: Earth Wisdom and Wisdom Traditions</td>
<td>1-3</td>
</tr>
<tr>
<td>CSP 639</td>
<td>Feminist Awakening &amp; Women's Spirituality</td>
<td>2-3</td>
</tr>
<tr>
<td>CSP 643</td>
<td>Psycho, Soul &amp; Spirit: Psychological Development &amp; Spiritual Growth</td>
<td>1-3</td>
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<tr>
<td>CSP 644</td>
<td>Engaged Buddhism &amp; Liberation Theology</td>
<td>1-3</td>
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<tr>
<td>CSP 649</td>
<td>The Reinvention of Work</td>
<td>1</td>
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<tr>
<td>CSP 652</td>
<td>Universal Themes in Myths &amp; Dreams</td>
<td>1-3</td>
</tr>
<tr>
<td>CSP 655</td>
<td>Jewish Mysticism</td>
<td>1-3</td>
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<tr>
<td>CSP 660</td>
<td>Merton as Mystic and Prophet</td>
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<tr>
<td>CSP 664</td>
<td>Personality, Spirituality &amp; Work</td>
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### Art-as-Meditation Courses
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<tbody>
<tr>
<td>CSP 654</td>
<td>Dancing Our Wisdom</td>
<td>1</td>
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<tr>
<td>CSP 657</td>
<td>Passages: Rites for Men &amp; Women</td>
<td>1</td>
</tr>
<tr>
<td>CSP 731A/B</td>
<td>Native American Rituals</td>
<td>1</td>
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<tr>
<td>CSP 733</td>
<td>Journeying with the Chakras</td>
<td>1-2</td>
</tr>
<tr>
<td>CSP 736</td>
<td>Yoga of Sound</td>
<td>1-2</td>
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<tr>
<td>CSP 738</td>
<td>Judy Chicago's &quot;Dinner Party&quot;</td>
<td>1-2</td>
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<tr>
<td>CSP 739</td>
<td>Moving Toward Stillness</td>
<td>1</td>
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<tr>
<td>CSP 740</td>
<td>Introduction to Group Dream Work</td>
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<tr>
<td>CSP 743A</td>
<td>Chi Gong: Ancestors and Spirit Guides</td>
<td>1</td>
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<tr>
<td>CSP 743B</td>
<td>Creative Body, Creative Spirit: Totem Animals</td>
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<tr>
<td>CSP 744</td>
<td>Painting as Creative Meditation</td>
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<tr>
<td>CSP 745</td>
<td>Dancing Sacred Texts</td>
<td>1</td>
</tr>
<tr>
<td>CSP 747</td>
<td>The Art of Ancestral Drama</td>
<td>1-2</td>
</tr>
<tr>
<td>CSP 750</td>
<td>Elements of African Rituals</td>
<td>1-2</td>
</tr>
<tr>
<td>CSP 751</td>
<td>The Camera as Illuminator &amp; Companion</td>
<td>1</td>
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<tr>
<td>CSP 754</td>
<td>Drum Time, Dream Time, Drama Time</td>
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<tr>
<td>CSP 764</td>
<td>Ritual Theater and Creative Writing</td>
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### Art-of-Community Building Courses
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<tbody>
<tr>
<td>CSP 653</td>
<td>Compassion Practicum</td>
<td>1-2</td>
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<tr>
<td>CSP 700</td>
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### Courses Specific to Indigenous Mind

**Seminar Courses**
- CSP 712: Indigenous Science: A Survey 1-3
- CSP 716: Genealogy: Finding the Sacred Tree of Your Family (Overview Lab) 1-3
- CSP 720: Christianity, Colonialization & Cultural Imperialism 1-3
- CSP 723: Restoring Wisdom: Moon and Dreams as Mythic Metaphor 1-3
- CSP 727: Environmental Intimacy: Earth and Mud as Primal Passage 1-3

**Art-of-Meditation/Art-of-Community Building Courses**
- CSP 653: Compassion Practicum 1-2
- CSP 707B: Building Community through Celebration 1-2
- CSP 731A: Native American Rituals 1
- CSP 731B: Native American Rituals 1
- CSP 741: Advanced Dream Work 1
- CSP 753: The Computer as Useful Friend 1-3

### CONCENTRATION IN SPIRITUAL 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 12 credits of specialized courses in theory and experiential study in Spiritual 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/Theesis in the area of Spiritual Cinema.

### Courses Specific to Spiritual Cinema

**Seminar Courses**
- CSP 672: A History of Sacred Cinema 1-3
- CSP 777: Digital Documentary Filmmaking (Overview Lab) 1-3

**Art-of-Meditation/Art-of-Community Building Courses**
- CSP 682: Zen Mind, Editing Mind I 1-3
- CSP 711: Cinema as Meditation 1-3
- CSP 782: Zen Mind, Editing Mind II 1-3
- CSP 729: Living Wisdom Interviews 1-3
- CSP 778: Embodying Story 1-3

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Students choosing to build this emphasis into their MLA 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 five-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 concentration. Students must anticipate additional costs for the residency requirements.

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Visiting Faculty (continued):
- Theodore Rozok
- Bill Say
- Rupert Sheldrake
- Starhawk
- Brian Swanme
- Hal Taxel
- Margaret Wheatley
- Lily Yeh

Admissions Coordinator: Allene Denevan

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*Naropa Oakland: MLA Creation Spirituality* 119
Creation Spirituality Courses

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

**CSP 200e/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.

Both BA and MAL.

**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 arts-meditation each afternoon.

**CSP 601**
**Overview in Creation Spirituality and Cosmology I - 2 cr**
This course deepens the introduction to creation spirituality and cosmology, begun with the creation spirituality intensive, by considering the new science of complexity, modernism and postmodernism 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 course deepens the student’s understanding of creation spirituality and cosmology through study of the writings and books on the creation spirituality tradition and the new scientific understanding of the universe story.

**CSP 603**
**Core Readings in Creation Spirituality - 1 cr**
This course covers the basic literature and themes of creation spirituality and cosmology. Basic texts include those of Matthew Fox, Thomas Berry and Brian Swimme. An exploration of the Four Paths of Creation Spirituality and the cosmological story enables a deeper understanding of the mystical and prophetic dimensions of spirituality.

**CSP 605**
**Overview in Creation Spirituality - 1 cr**
This course explores 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**
**Engaged 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 how 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 relation-ships to artists; and how artists are reinvigorating 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 Africentric 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 postmodern 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 some of the major mystics representative of the creation tradition. The class will explore what these spiritual figures 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 medieval mystic Thomas Aquinas holds wisdom for the student’s mystical/prophetic life and our postmodern 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 postmodern 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 these 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 Naropa Oakland: Creation Spirituality Courses 121
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, Mechtild, Dickerson 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, a twelfth-century creation mystic, poet, composer, scientist and artist, poses questions for our moment of history as well as her own. Students will consider 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, Maye 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 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 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 as well 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 the common themes of light, creativity, meditation, creation, interdependence, compassion and 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 20 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 Florenza 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
Ecopsychology: 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 the more-than-human world.

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 Postmodern 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 space/time.

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-self (anatta) and the theories of mindfulness (sati-paññā) and the mind of possibility andMahayana 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), Farrūqī Aṭṭar (12th century), Jelaluddin 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 Reinvocation 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 Reinvocation 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 - 1-2 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/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/munk/prophet, who has been called "a symbol of the century." Students will consider both his invitation to deepen their contemplative experience and the challenge of his social critique of the century.

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 "ecolliteracy" 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
Writer D.H. Lawrence celebrated the sacred eroticism of Tantra, Kabbalah and the ancient goddess religions. Students will examine Lawrence's exploration of the numinous and revitalizing power of sexuality and also discuss the human and cosmic significance of sexuality.

CSP 668
The Sacred in Modern Literature - 1-3 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 672
A History of Sacred Cinema - 1-3 cr
An exploration of the sacred as portrayed in feature films and documentaries since the inception of the medium. At least seven films will be viewed, discussed and evaluated. The course will explore the context of each film's creation in relation to the director's intent and cultural milieu in which the film was created. Questions will be investigated such as, What is sacred cinema? What were these films trying to teach? What techniques and methods were used to effect a shift in consciousness? Did these techniques succeed or miss the mark? What do these films have to say to us today?

CSP 677
Digital Documentary Filmmaking - 1-3 cr
An overview course designed to give students the foundational concepts and techniques involved in digital non-fiction filmmaking as it relates to the creation of sacred cinema and to the creation spirituality tradition. Topics explored will include fundamentals of story, the pre-production process, basics of cinematography, fundamentals of lighting, the use and creation of non-intrusive scripting and music and the foundational elements of editing.

CSP 682
Zen Mind, Editing Mind I - 1-3 cr
An introductory course in the fundamentals of transforming raw digital video footage into a simple but coherent, complete film. This seminar is designed to provide a basic understanding of structure, pacing and the use of narration, music and sound effects, with an emphasis placed on the editing process as a vehicle for creating a sense of wholeness, interrelatedness and appropriateness of form. Editing will be done on iMac DV computers using the built-in iMovie software.

CSP 690
Images of Divinity: The Black Madonna - 1 cr
Who is the Black Madonna? What does this mysterious, dark figure represent, and what is her relationship to other cross-cultural, dark female images of divinity? The course explores positive, dynamic and powerful images of dark female divinities. It asks the student to consider the significance of images of the benevolent dark mother as they are surfacing today in many people's awareness and dreams and how cross-cultural traditions can help revalue darkness to break through racial prejudice.

CSP 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; joyful 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 relationship to nature and the cosmos.

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 gain 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, DJ's, techno-ritual artists and community-builders who are creating techno-cosmic masses in the Howard Thurman Ritual Center. Class work will include contributing to these events and learning how to take these skills to other communities.

CSP 704
Sustainable Communities - 1-3 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
Spirituality 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 707B
Building Community through Celebration: Ceremony and Indigenous Mind - 1-2 cr
Ceremony is practiced in community to deepen students' experience of the Creator Spirit and to offer an opportunity to build community together and with all other life forms and dimensions of time. Ceremony sensitizes students to the reality of Indigenous mind, which is that nature occurs in cycles. Repetition of ceremonial cycles gives organization and structure to the indigenous life.

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 reshaping 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 fall-redemption Christian ideology and its role in colonizing the world, Indigenous communities can begin to heal the wounds and transform them through a new vision and a new relationship. Prerequisite: CSP 712

**Indigenous Science: A Survey.**

**CSP 724**

*Restoring Wisdom: Moon and Dreams as Mythic Metaphor* - 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 & 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 the lives of people 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: Mask Making 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 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 experience of distillation. Open-ended improvisations invite each participant, according to his/her own timing, to enter the transformative life-dance where body and spirit are one.

**CSP 740**
*Introduction to Group Dream Work* - 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**
*Chi Gong: Ancestors and Spirit Guides* - 1 cr
The ancient practice of Chi Gong sparks the dance with spirit guides and ancestors. Chi Gong leads you into your core to embrace your inner wisdom and enter the terrains of inner guides. Connect with your ancestral and spirit sources and honor them through Chi Gong and creative process. Chi Gong and art experience not necessary.

**CSP 743B**
*Creative Body, Creative Spirit: Totem Animals* - 1 cr
Chi Gong 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 person’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. 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,
Simple folk dance movements set to
mantric singing from a variety of
traditions form a living mandala.
The participants will call upon the
expressive arts in order to explore
and clarify their experience of the
sacred.

CSP 756
Massage as Meditation - 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 & 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
T'ai-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 this 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 Practice - 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 lyric 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,
pathos, 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 to an ecologically, socially and spiritually sustainable culture. The starting point will be the voluntary simplicity movement and its powerful tools for simplifying participants' entanglements with time, money and career. The reduction in clutter allows people to be fully present for love, community and the work of social and ecological restoration. There will be a series of assignments which ground this transformational work in each participant's own life.

CSP 771
Vipassana Meditation - 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 concentration 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
Embodying 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 multidiemensional 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: Feeding 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 Core Faculty

Pamela (Apela) Colorado
BA, University of Wisconsin
PhD, Brandeis University

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

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

Marlene DeNardo has done advanced study at Universidade Católica, 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
BA, Loyola University
MA, Middlesbury College
STL, University of St. Mary of the Lake
PhD, Graduate Theological Union, Berkeley

Dave is co-director of the master's program at Naropa-Oakland. His areas of academic interest are Christian Mysticism, Latin/o spirituality, multicultural studies and acumenism. As a former Roman Catholic priest, Dave worked in inner-city and multicultural pastoral settings. He was the coordinator of Hispanic Ministry in Des Plaines, Illinois, 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
MA, Aquinas Institute of Theology
PhD, Institute Catholique de Paris

Post Doctoral Studies, University of Munster

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

Kevin Peer
BS, Forestry and Wildlife, Virginia Polytechnic Institute and State University

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

Clare S. Ronzani
BA, College of Notre Dame
MA, 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 co-director of the master's program in Creation Spirituality at Naropa-Oakland. Prior to this she administered and taught in a graduate renewal program at the Jesuit School of Theology at Berkeley's Graduate Theological Union. She was formerly associate director, San Francisco Network Ministries and coordinator of "The Bible and the Streets." Clare has conducted workshops in Central and South America and Africa.
Graduate Certificate in Ecopsychology

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 a new field that is developing in recognition that human health, identity and sanity are intimately linked to the health of the earth and must include sustainable and mutually enhancing relationships between humans and the non-human world. Ecopsychology places human psychology in an ecological context and is aimed at healing the divisions between mind and nature, humans and earth. The central concern of ecopsychology is the physical, psychological and spiritual health of both the human and nonhuman and an understanding of the psychological processes that either bond us to the natural world or alienate us from it.

Ecology is the study of connection, of the inter-relationships among all forms of life and the physical environment. Psychology is the study of the human psyche, of the human mind and soul as it perceives, feels, thinks and acts. Ecopsychology brings psychology and ecology together to create a healing context for and new understanding of the human-nature relationship.

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, earth-based spiritual practices and education for a just and sustainable future.

Curriculum

Naropa University offers a 16-credit certificate program for undergraduate- and graduate-level students and post-graduate degree professionals. This interdisciplinary program provides training in ecopsychology's fundamental principles and practices. Several of these courses are available online so that distance learning for up to 10 of 16 required credits is possible. There is also a six-credit, low-residency summer program as part of the distance program. Certificates must be completed within three years.

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 be in addition to, and not substitute for, the general requirements of the student's chosen field. Completion of the graduate degree is a requirement for completion of the certificate program. Students must fill out a Declaration of Emphasis form.

Post-Baccalaureate Certificate

To apply for the program, applicants must have attained either a bachelor's degree or a professional master's degree, or must demonstrate equivalent education and experience. Consultation with the director of ecopsychology is necessary to develop an appropriate certificate coursework plan. Professionals who successfully complete all program requirements receive a certificate of completion in ecopsychology.

Ecopsychology Certificate Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV 528 Ecopsychology Training: Waking Up Together (summer)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 549 Ecopsychology Weekend Programs</td>
<td>1</td>
</tr>
<tr>
<td>PSYT 551 Ecopsychology (PSYS551e, online version)</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 520 The Psychology of Wilderness</td>
<td>3</td>
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Choose one Contemplative Practice course:

| REL 500e Meditation Practicum I (online) | 3 |
| TIR 500e Shambhala Meditation Pract. (online) | 3 |
| PSYT 621 Psychology of Meditation (TCP students only); many on-campus options available |

Choose one of the following:

| ENV 532e Gaia, Ecology & Evolution | 3 |
| ENV 520 Deep Ecology in Context (ENV 520e online) | 3 |
| PSYT 534 Basic Counseling Skills (open to non TCP students) | 3 |
| PSYT 611/661 Counseling Relationship I or II (TCP students only) | 3 |
| REL 515e Buddhism & Social Action | 3 |

TOTAL CREDITS 16

Additional Ecopsychology Courses

The 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.

| ECO 210/510 Field Ecology: Biology & Plant Ecology | 3 |
| ENV 285/553 Indigenous Peoples and Environmental Issues | 3 |
| ENV 555 Environmental Justice | 3 |
| ENV 620 Human Nature I | 2 |
| ENV 670 Human Nature II | 2 |
| ENV 630 Transforming Systems | 2 |
| PSYS 516W Contemplative Mountain Climbing | 1 |
| PSYT 530 Journey to the Source | 2 |
Special Programs
The Summer Writing Program

"The artist's job: to propel the century a few inches. Start now. Inquire."
—Anne Waldman, after William Carlos Williams

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. The tradition emphasized is of the "outsider" or left-hand lineage, a heritage of powerful scholarship and counter-poetics that 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 writers 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," "The Outsider Lineage," "Cultural Activism: Writing Under the New World Order" 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 last week of the program.

OPTIONS FOR ATTENDANCE
There are a number of credit and non-credit options available.

Students Enrolled in Naropa University's Writing and Poetics Department

The Summer Writing Program also serves each year as a required third semester for Naropa's accredited MFA 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 MFA level, the program consists of eight graduate credits, at two credits per week, which cumulates in 16 total credits over two summers. Matriculated MFA students pre-register for the Summer Writing Program in the spring of each year. New MFA students beginning in the summer will receive information about how to register for the SWP from the Admissions Office.

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

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.
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 and 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 program. Please visit the Office of International Education for information about application procedures and admissions.

SIKKIM, NORTH INDIA
Himalayan Buddhist Studies
Fall and Spring Semesters

Naropa University's Sikkim program focuses on the study, practice and experience of Tibetan Buddhism. In addition, students explore Hinduism, and the arts, history, language and contemporary social issues of Sikkim and the region. (For seventeen years, this program was held in Kathmandu, Nepal. The Sikkim program's curriculum and academic goals are similar.)

For many centuries, Sikkim was an independent Tibetan Buddhist kingdom, and it is still home to vibrant Himalayan Buddhist, Hindu and animist traditions. Beginning in the early 20th century, Sikkim was also one of the first places where Western scholars encountered and studied Tibetan Buddhism.

The program is based in Gangtok, the capital of Sikkim, a charming city built on steep hillsides facing the dramatic mountains of the eastern Himalaya. Sikkim's natural, mountainous environment is relatively unspoiled and is famous for its spectacular orchids and abundant flora and fauna. Kangenjunga, the world's third highest peak, is just a few miles from Gangtok, and can be seen from the guesthouse. Sikkim hosts a number of diverse ecosystems, from lowland jungle to the highest snow peaks and glaciers. Although it is only .025 percent of India's land mass, Sikkim encompasses 25 percent of its biodiversity.

Within a few hours of Gangtok are the beautiful old hill stations of Darjeeling and Kalimpong. Within a few miles hike out of Gangtok are many villages and old Buddhist monasteries. Like Nepal, Sikkim is a multi-ethnic culture, with the interweaving of indigenous Lepcha and Bhutia people with Tibetan, Nepali and Indian ethnic groups.

Program students are housed in a spacious guesthouse in Gangtok where they live and study together. The guesthouse offers double occupancy rooms, kitchen, 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, room and board, visas, field trips, festivals and in-country transportation expenses. Tuition costs vary depending upon whether the student takes 14 or 16 credits. Airfare is separate and is negotiated annually.

Required Courses Credits
REL 384 Buddhist Traditions: Sikkim 3
ANT 271 Arts & Culture of Nepal 4
ANT 311 Independent Research: Sikkim 3
REL 280 Meditation Practice: Sikkim 1
REL 273 Nepali Language: Sikkim 3
REL 285 Tibetan Language: Sikkim 3
TOTAL CREDITS 14

Students may choose an optional elective:
ART 206 Tibetan Scroll Painting 2
MUS 205 Classical Indian Tabla 2
TOTAL CREDITS 14 or 16

PRAGUE, CZECH REPUBLIC
The Writer as Witness
Spring Semester Only

Naropa's 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 medieval 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, students begin the core classes. In addition to academic coursework, there are opportunities for students to engage with the local culture through service learning and field trips.

Students live in shared rooms near the Old Town center and are provided with meal stipends to be used in town.

Program cost includes tuition, room and board, visas, field trips and in-country transportation expenses. Tuition costs vary depending on whether the student takes 15 or 16 credits.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRI 315</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>WRI 375</td>
<td>Contemporary Czech Literature</td>
</tr>
<tr>
<td>ANT 270</td>
<td>Modern History of Arts and Culture in Prague</td>
</tr>
<tr>
<td>ANT 314</td>
<td>Central European History</td>
</tr>
<tr>
<td>ANT 283</td>
<td>Czech Language</td>
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<tr>
<td>WRI 368</td>
<td>Intl Service Learning Practicum</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>15 OR 16</strong></td>
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**SOUTH INDIA**

**Seeing the Sacred**

Fall Semester Only

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

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

**Required Courses**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>REL 380</td>
<td>Religious &amp; Philosophical Foundations of India</td>
</tr>
<tr>
<td>ANT 272</td>
<td>India: Cultural and Historical Studies</td>
</tr>
<tr>
<td>ART 204</td>
<td>South Indian Arts Practicum</td>
</tr>
<tr>
<td>REL 282</td>
<td>Contemplative Practices: Yoga and Meditation</td>
</tr>
<tr>
<td>REL 381</td>
<td>Sacred Sounds of Sanskrit</td>
</tr>
<tr>
<td>ANT 312</td>
<td>International Service Learning Practicum/Independent Research</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>15</strong></td>
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**BALI, INDONESIA**

**Arts and Spirituality**

Spring Semester only

Naropa'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, 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>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANT 273</td>
<td>Arts and Culture of Bali</td>
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<tr>
<td>MUS 226</td>
<td>Balinese Gamelan Orchestra: Bali</td>
</tr>
<tr>
<td>REL 281</td>
<td>Meditation Practicum: Bali</td>
</tr>
<tr>
<td>REL 286</td>
<td>Indonesian Language I</td>
</tr>
<tr>
<td>ANT 310</td>
<td>Independent Research: Bali</td>
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</tbody>
</table>

**Choose one of the following electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 208</td>
<td>Balinese Painting</td>
</tr>
<tr>
<td>ART 210</td>
<td>Balinese Batik</td>
</tr>
<tr>
<td>ART 212</td>
<td>Balinese Mask Carving</td>
</tr>
<tr>
<td>DAN 202</td>
<td>Balinese Dance</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** | **15**
SAN JOSE, COSTA RICA

A Global Vision of Peace, Environmental Sustainability and Cultural Awareness

Offered Beginning Fall Semester 2004

Experience a global vision of peace in Costa Rica—an ecologically rich, peaceful country that abolished its army. Naropa University and the University of Peace, chartered by the United Nations General Assembly in 1980, are partners in offering a unique semester abroad program. The program offers international peace studies, cultural awareness and environmental sustainability. Students will also explore firsthand the cultural, political, environmental and economic challenges facing indigenous and minority communities in Costa Rica.

Field trips, service learning, contemplative practice, classroom discussions, Spanish language development and home stays provide a rich educational experience in an international setting. This program is available for either undergraduate or graduate credit.

Required Courses at the University for Peace

All courses are offered for 3 credits each.

- PS401 Foundation Course in Int’l Peace Studies: War and Peace in the 20th and 21st Centuries
- NR411 Global Sustainability of Natural Resources
- PS417 Peace Education: Cross-Cultural Communication
- LSX00 Spanish for International Communication

**TOTAL UNIVERSITY OF PEACE CREDITS** 12

Additional Courses:

"Innerwork in a Global Context"—a one-credit meditation course

"Practicum in Cultural Awareness and Environmental Sustainability"—a two-credit course that includes a service learning project with the community in the protected areas of the Talamanca Region on the Atlantic coast. Study includes overview of the history of the indigenous peoples of the area, as well as current environmental issues and practices, and sustainable development and economics.

**TOTAL CREDITS** 15
The School of Extended Studies

Naropa University's School of Extended Studies extends Naropa's mission to the broader community, offering workshops, lectures, conferences, online courses and professional development programs to local, national and international audiences.

Extended Studies community 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.

The School's Professional Centers offer training in business/management, microfinance, eco-psychology, authentic movement, dance/movement therapy, end-of-life care and more. Through the Prison College program, college-level courses are being offered in prisons throughout Colorado. The Sustainable Development Initiative is developing training and consulting projects in the field of international sustainable development.

Recent Program Highlights Include

- Ninth Annual Microfinance Training Program, Summer 2003
- Spiritual Care End of Life Training, beginning fall 2003, in co-sponsorship with RIGPA Spiritual Care Program, directed by Christine Longaker and Kristen DeLeo
- Authentic Leadership Certificate Program: Fostering Awareness, Engagement and Effective Action in Organizations, offered in conjunction with Marpa Center for Business and Economics
- Training Program in Authentic Movement and ADTA Alternate Route Training in Dance/Movement Therapy offered through the Center for Authentic Movement
- Eco-psychology professional trainings, a 16-credit certificate program, and special workshops, including programs by Paul Ray and Starhawk in fall 2003, offered through the Center for Eco-psychology
- 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
- Recent and upcoming visiting teachers presenting workshops and intensives include: Thich Nhat Hanh, Sogyal Rinpoche, Joan Halifax Roshi, Emile Conrad, Sabonfu Soma, Khando Rinpoche, Rick Jarow, Dan Millman, Sulak Sivaraksa, Don Campbell, Thomas Moore, Father Thomas Keating, Kathlyn and Gay Hendricks, Jean Houston, David Whyte, Joseph Goldstein, Sylvia Boorstein and more.

Conferences

Each year, major conferences, workshops and intensives bring together leaders in their respective fields to highlight our regular program.

- First Annual Sustainable Resources Conference, in co-sponsorship with Engineers Without Borders and Sustainable Village (October 2003)
- Wilderness Therapy Symposium (September 2003)
- Conference on Contemplative End-of-Life and Elder Care (May 2003)
- The Annual Spirituality in Education Conferences (beginning in 1997)
- The Spiritual Adventure: Bringing Heart and Wisdom Into Everyday Life (2001)
- The Sacred Rhythms of Creativity (2001)
- A New Vision of Earth Activism (2001)
- The Third Annual Buddhism in America Conference (2000)
- Spirituality in the Arts (1999)
- Body and Soul Denver (1998)
- Body and Soul Boulder (1997)

For more information on Extended Studies programs, please call (303) 245-4800 or visit our website, www.naropa.edu/extend.
Online Distance Education

Experience Naropa from a Distance

Naropa University’s 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 weblogophy 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 and pay online, and shop in the Naropa Online Bookstore.

Naropa now offers three low-residency online Master’s level degree programs. You may also opt to simply take a few online classes as a way to familiarize yourself with Naropa. 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

MFA Creative Writing
MA Transpersonal Psychology
MA Transpersonal Psychology: Ecopsychology
MA Contemplative Education

For more information, please see the Graduate Academic Programs section of the catalog.

All of Naropa’s degree programs require a formal admissions process. Contact the Admissions Office for more information.

To learn more about Naropa Online, to register, or to see a list of upcoming courses by semester, please visit our e-campus at http://www.naropa.edu/distance.

If you are seeking to pursue a degree at Naropa and have questions, send an e-mail to the admissions counselor: admissions@naropa.edu, or call at (303) 245-4657, or (800) 772-6951.

If you would like to take a course online and you have registration questions, e-mail our registration coordinator: registrar@ecampus.naropa.edu or call at (303) 245-4657, or (800) 772-6951.

If you have questions about online learning in general, and specifically about contemplative education online, send an e-mail to: Naropa distance learning inquiry: inquiry@ecampus.naropa.edu, or call (303) 245-4702.

If you have technical questions, first visit our technical requirements page:

http://ecampus.naropa.edu/index.learn?action=technical then you may contact our 24-hour technical support help desk by e-mail at helpdesk@ecampus.naropa.edu or by phone at (303) 873-0005.

Naropa Online Courses

(Every course is not offered each semester; please check our website for current semester offerings.) For course descriptions and credit hours, please see the academic course section in this catalog.

ANT 350e/550e Cultures, Globalization and Environmental Peacemaking
d’Forrest Ketchin, MEd, PhD

CSP 200e/500e Intro to Creation Spirituality
Mathew Fox, Ana Perez-Christi

CSP 250e/515e Mystics in the Creation Spirituality Tradition
Ana Perez-Christi
Academic Courses

COURSE INFORMATION

Course Numbering

Undergraduate
100–199 introductory courses open to all students
200–299 intended for first-year and second-year students
300–399 intended for juniors and seniors
400–499 intended primarily for seniors

Graduate
500–599 graduate-level electives and introductory courses
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.

Following course number: online only; following course description: online option available

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 and the Office of International Education.

ANT 270
Modern History of Arts & Culture in Prague - 4 cr
This course provides an overview of the history of arts and culture in Prague and a study of the effects of modern social and political movements on their evolution. Coursework touches upon independent artistic movements in music, visual art, performance arts and film from 1968 to the present in the Czech lands.

ANT 271
Arts and Culture of Sikkim - 4 cr
Students are introduced to traditional as well as the multi-ethnic Sikkimese culture, with field trips, guest lectures, and participation in local festivals. Students explore the rich cultural offerings of Sikkim as expressed in its religions, sacred and ceremonial crafts and art forms.

ANT 272
India: Cultural and Historical Studies - 3 cr
This interdisciplinary course draws upon the expertise of guest faculty from the University of Mysore whose specialities 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 Chamundhi 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.

ANT 273
Arts and Culture of Bali - 4 cr
Students are introduced to traditional and modern aspects of Balinese culture. This course presents materials from a historical and contemporary point of view. Students explore the geography, ethnography, history, politics, art forms and religious life of Bali. Local specialists serve as lecturers and field trip guides.

ANT 283
Czech Language I - 2 cr
This introductory course is designed to enhance and enrich the student’s experience in the Czech Republic. Conversational skills are the focus. By focusing on the differences and similarities of Czech and English, the students will understand the basics of Slavic languages in general and become familiar with the basic vocabulary and structure of Czech.

ANT 310
Independent Research: Bali - 3 cr
With the guidance of a Naropa University instructor, students design a research project focusing on a particular aspect of Balinese culture. There are four areas of study: religious studies, environmental issues, sociocultural studies, and the arts. Students train in ethnographic research and fieldwork methodology. A final paper and oral presentation are required.

ANT 311
Independent Research: Sikkim - 3 cr
Students undertake a three-week research and study project in one of four areas: religious studies, environmental issues, sociocultural studies, and the arts. Preparatory classes introduce students to ethnographic research and fieldwork methodology. A final paper and presentation are required.

ANT 312
International Service Learning Practicum/Independent Research - 4 cr
With the assistance of Naropa University faculty and staff, students select either a service learning project or an independent research topic. Students meet individually with faculty, the on-site supervisor, and in small project-related groups to reflect critically on their experiences. Final papers and oral presentations are required.
ANT 314
Central European History - 3 cr
Students study the history of Central Europe as a series of concentric circles with Prague at the center. These circles radiate out to include Bohemia and the Czech lands, the territories of the former Czechoslovakia, the lands of the former Austro-Hungarian Empire, and finally, relating all these circles to Europe as a whole. After some historical review, the majority of our time will be devoted to the 19th and 20th centuries, relating historical events to the social and, especially, cultural history of the region.

ART 130/530
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 BA and MA.

ART 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. BA only.

ART 116
Photography I - 3 cr
This course offers a foundation in basic photographic techniques. Students are introduced to equipment, materials, processes and philosophy. Special emphasis given to development of craft (technical aspects of the camera) and content (seeing) in relation to communication arts. Darkroom work provides an experiential approach to exploring black-and-white materials, roll film processing, and enlarging. Students provide their own manual 35 mm camera. $40 lab fee; $150 estimated cost of materials.

ART 125/505
Introduction to Drawing - 3 cr
This studio class focuses on developing skilful 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 BA and MA.

ART 137/537
Brush Stroke I - 3 cr
Through the practice of brush calligraphy students will focus learning how to cultivate the Qi, or energy. Expertise will not be expected; we will focus on the process of mediation with a brush, keeping in mind brush master Kaz Tanahashi's notion, "Failure now may be more interesting than success later." A paper will be due on the tenth week of class on Kaz Tanahashi's book, Brush Mind. Each workshop begins with a Tai Chi/Qi Gong standing meditation. Because this is a contemplative credit, attendance, active participation and regular homework are mandatory. Both BA and MA.

ART 151/551
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 BA and MA.

ART 155/555
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 BA and MA.

ART 180/540
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 BA and MA.

ART 181
Traditional Chinese
Brush Stroke I - 3 cr
Brush stroke 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 than success later." Emphasis will be placed on regular script or Caoshu, with some exposure to seal script and cursive as well. 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 t'ai-chi/gong standing meditation. BA only.

ART 200/500
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 BA and MA.

ART 204/504
South Indian Arts
Practicum - 2 cr
In this course students explore classical Indian aesthetics through a variety of artistic disciplines. Small group instruction will be offered in one or two South Indian arts: music (vocal, instrument or drum), dance, theater or visual arts. The course provides a basic introduction to selected Indian epics and mythology in order to understand and appreciate traditional and contemporary Indian arts.

ART 206/566
Tibetan Scroll Painting - 2 cr
Students learn beginning skills in the tigse (proportions for each image), inking, shading, color mixing and painting and create a completed painting (thangka) by the conclusion of the course.

ART 208/568
Balinese Painting - 3 cr
This course introduces students to the precise and stylized art form. This painting technique uses acrylic paint and Chinese ink on canvas to render the intricate and rich images. Master Balinese artists teach the course.

ART 210/558
Balinese Batik - 3 cr
An introduction to the traditional art of Batik, which utilizes a wax resist technique of dying fabric with natural colors. Students learn four different techniques while working in small groups under the guidance of Balinese artists to create both traditional and personal designs.

ART 212/578
Balinese Mask Carving - 3 cr
Mask carving has its roots in the ceremonial and mythic representation of Bali's religious characters. Students are introduced to this traditional art form in a small group setting under the supervision and direction of Balinese master artists. Masks are produced in the medium of wood with a paint and lacquer finish.

ART 215/515
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 BA and MA.

ART 233/533
Thangka Painting I - 3 cr
This studio class is an introduction to painting Buddha images in the Tibetan tradition. Using pencil, brush, ink line drawing and dry painting techniques, the proportions of sacred figures, lotuses, thrones, ornamentation and landscape are studied. A portion of class time is given to reviewing the historical development of Tibetan thangka painting in order to broaden our understanding of the context within which this art form has developed. Both BA and MA.

ART 237/547
Brush Stroke II - 3 cr
This course is composed of three four-week-long assignments. 1. Students will read selections from Chogyam Trungpa's Dharma Art, work on trying to duplicate the energy of certain famous calligraphic pieces, present their examples and a short paper on their artistic process and learning curve. 2. Students will construct black, white and gray collages based on Asian asymmetrical calligraphic models. 3. Students will work on versions of a line of Chinese poetry in regular, seal or cursive scripts by previous brush masters such as Su Tung Po, Nenimbo or Sengai, lead a discussion of their process during a presentation and exhibit their work at the student art show. Prerequisite: ART 137/537.

ART 245/545
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 enraput us, to scandalize us, to transcend time, place, culture? By painting, students practice and learn to examine what it is that takes a painting beyond what Picasso referred to as “mere painting.” Students will also practice keeping a sketchbook. Both BA and MA.

**ART 251/552**
World Art II - 3 cr
This class continues the course of study begun in ART 151/551, 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 art and civilizations shaped by Buddhism, Islam and Christianity, transitions into the industrial age and the art of the modern era. Both BA and MA.

**ART 255/575**
Figure Drawing II - 3 cr
This course is a continuation of ART 155/575. Prerequisite: ART 155/575. Both BA and MA.

**ART 260/520**
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 BA and MA.

**ART 281**
Traditional Chinese Brush Stroke II - 3 cr
Based on skills learned in Traditional Chinese Brush Stroke I, students continue their exploration of the history, origin and construction of the Chinese characters. Students delve further into the five calligraphy writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy and oriental art, students examine ways Chinese poetic artistry, i.e., poetry, calligraphy and painting are interrelated in the Chinese traditions. We'll also look at modern Chinese and Japanese brush art work and the interaction between the West and the East.

**ART 283**
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. $40 lab fee. BA only.

**ART 311/511**
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 BA and MA.

**ART 325/525**
Advanced Drawing - 3 cr
This course is a continuation of Introduction to Drawing, with an emphasis on the one hundred drawings project, a semester-long exploration of individual styles and materials. Collaborative exercises on the threshold of painting are explored. Prerequisite: ART 125/525 or permission of instructor. Both BA and MA.

**ART 332/543**
Thangka Painting II - 3 cr
This class is a continuation of ART 233/533. 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 233/533. Both BA and MA.

**ART 337/557**
Brush Stroke III - 3 cr
In this third semester workshop students will be given particular advanced problems in design. Various books about brush masters from the past are read, such as Studies in Connoisseurship, Zen and the Fine Arts or The Sword of No-Sword. The students will practice a line of poetry in regular, seal or cursive scripts in combination with an ink painting, read in The Mustard Seed Manual (or, The Tao of Painting) about Chinese aesthetics and models for painting, carve their own seals, lead workshop discussions of their process during their practice and exhibit their work at the NU student art show. Prerequisite: ART 237/547. Both BA and MA.

**ART 345/565**
Painting II - 3 cr
A continuation of ART 245/545, Painting I emphasizes the artist's training. Students are encouraged to explore seeing, iteratively and poetically, and train 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 245/545. Both BA and MA.

**ART 433/553**
Thangka Painting III - 3 cr
This course of study is for advanced students of thangka.
DANCE (DAN)
The courses in this discipline are offered by the Department of Performing Arts.

DAN 103
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. BA only.

DAN 145
Dance of African Movement I - 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 150/550
Beginning Dance - 3 cr
Beginning dance provides a basis for dance training through a combination of technical and improvisational investigations. Explorations of the vocabulary of modern and post-modern dance through alignment, strength, flexibility and memory work. 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 or movement arts.

DAN 155/570
Body-Mind Centering: 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 BA and MA.

DAN 202
Balinese Dance - 3 cr
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 dancers.

DAN 220/520
Authentic Movement - 3 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 245
Dance of African Movement II - 3 cr
This class is a continuation of DAN 145, for students who wish to deepen their practice and study of African movement. Prerequisite: DAN 145.

DAN 250/552
Intermediate Dance - 3 cr
Offered through the BFA in Performance. 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 to advanced students.
DAN 260/330
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 275/575
Contemplative Dance Practice: Body/Mind Awareness - 3 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.

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 BA and MA.

ECE 200
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. BA only.

ECE 205 & 255
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 can be offered in a variety of formats, such as a full weekend workshop; three Saturdays of five-hour sessions; or 3-4 hour evening sessions over the semester. Please check the ECE Department for the current theme. BA only.

ECE 310
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. BA 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. BA only. Offered every other year.

ECE 330/550
Holistic and Contemplative Teaching Traditions - 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 BA and MA.

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. BA 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. In Early Development I, the study will begin with firsthand contemplative observation. This course will proceed to relevant developmental theories within a contemplative context of the areas of body, speech, and mind. Prerequisite: Observing Early Development I. BA only.

ECE 404  
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 BA and MA.

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. BA 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 internships, and students will be assigned to the internships of the spring semester. The study of preschool teaching then focuses on the details of that particular philosophy and teacher. BA only.

ECE 450  
Supervised Teaching Practicum - 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 385, Teaching Young Children. Open to program students only. BA only.

ECE 499  
Independent Study - 1-3 cr

ECE 535e  
Emotional Development: The Basis for Practice in Working with Children - 3 cr  
Offered by the BA Contemplative Psychology Department, this class satisfies the prerequisite requirement for developmental psychology for students entering the graduate transpersonal counseling psychology program. In this class, students 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.

ECE 593  
Issues in Education: The Mary Cuklin Series - 2 cr  
This class is a public lecture series through which students can learn about a 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 includes relevant readings and response papers relating to each topic. Both BA and MA.

ECO 210/510  
Field Ecology: Patterns, Processes and Plants - 3 cr  
This field course will explore grasslands, forests, tundra and wetlands of the Boulder bioregion. We will observe and discuss ecological patterns, principles and processes of our local ecosystems. Students will learn to recognize and understand reasons for ecosystems' patterns in the Boulder bioregion. The course is scheduled for a three-hour field trip, but will require students to allow four hours to accommodate field travel time. Emphasis is on skills in field observation, identifying species and reading landscapes. Both BA and MA.

ECO 260/560  
Global Ecological Issues - 3 cr  
This course is a seminar with open discussions on current global, national and local environmental issues. Outside discussions and field trips may be included. Organized around earth, air, fire,
water and humans, the course will highlight the role each of these plays in ecosystems and the ways in which each is affected by impact. Students will research and report on specific topics, chosen with the guidance of the instructor. Both BA and MA. Upper division recommended.

**ECO 280/580**
Field Geology: Mountains and Rivers - 3 cr
This course will expand on the material of Field Geology to other areas of field ecology including soil science, geology, water quality, hydrology and mapping. This course provides a sequel to ENV 235, Ecology and Evolution and ECO 210, Field Ecology. These courses need not be sequential. Both BA and MA.

**ECO 399**
Independent Study - 1-4 cr
Recommended for students taking Concentration Areas as minors in Ecology. Best taken after required courses in this area. BA only.

**CONTEMPLATIVE EDUCATION (EDS)**
The courses in this discipline are offered by the Contemplative Education Department.

**EDS 500W**
Summer Education Conference I - 1 cr
This weekend Spirituality in Education conference begins each summer session of the Master’s 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 MA Contemplative Education students. MA and BA students.

**EDS 530e**
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. MA only.

**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 dialogue with other educators and traditions. Prerequisite: Completion of EDS 500. BA and MA 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. Since 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. MA 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. MA 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. MA 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 Shambhawa 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. MA 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 and from relevant Buddhist and other spiritual teachers. The course requires meditation and online meditation instruction. Prerequisite: open to teachers with an established mindfulness meditation practice. MA 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, as well as from relevant Buddhist and other spiritual teachers. The course includes mindfulness/awareness meditation, loving-kindness practice and meditation instruction. Prerequisite: a teaching practice and an established mindfulness-awareness meditation practice. MA 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, MA 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, MA 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 course 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, MA 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. MA only.

**EDS 880e**
Thesis Seminar - 2 cr
This course provides individualized support for students' MA 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 broard 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. This work will be completed this semester for presentation in EDS 800W. Prerequisite: Completion of all prior MA ED coursework. MA only.

ENVIRONMENTAL STUDIES (ENV)

The majority of courses in this discipline are offered by the Environmental Studies Department.

ENV 100

Physical Geography: Beholding the Body of the Earth - 3 cr
This course deepens our natural understanding of the earth as a living system. We will explore Gaia Theory and the new cosmology of the earth that is emerging within science. Within this framework we explore the formation of the earth—geomorphology and geophysics—or one could say the "digestion," "circulatory" and other systems of Gaia. This new vision in western science can reawaken understanding, heal connection and reconfirm our commitment and reciprocity with the earth. BA only.

ENV 105

Science and Medicine - 3 cr
This course is an introduction to science and medicine through the exploration of the biosciences. Through classroom work, discussions and group projects, students will be exposed to evolution, genetics and cell biology. An understanding of these topics is necessary to bridge the important biosciences topics of the day. Specific topics to be discussed include the scientific method, immune system, vaccinations, medications and genetic engineering. BA only.

ENV 200/500

Human Systems and Evolution - 3 cr
This course will explore the story of humans dwelling in ecosystems as animals, and how our species is 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. Prerequisite: SOC 220, Cultural Anthropology. Both BA and MA. Required for ES majors.

ENV 205

Nature, the Sacred and Contemplation - 3 cr
The pure, mindful experience of nature often leads to a personal, emotional relationship with nature. Some refer to this relationship as spiritual, sacred or mystical. This course explores the individual, cultural and contemplative dimensions of such a relationship. It integrates experience and contemplation outdoors with teachings about nature from contemplative traditions, ecological knowledge and observations as a naturalist. The course offers meditation and other contemplative skills that are helpful in any situation of change, challenge or stress. A four-day weekend retreat in September focused on a solo contemplative nature walk is a required part of the course. $150 lab fee. Required for ES majors. BA only.

ENV 228/528

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. This experiential training explores a broad range of therapeutic counseling practices: methods for assessing the health of the ecological self, conducting eco-biographical interviews, the use of self-initiated ceremony for personal and family healing, working with attitudes toward consumerism and others. The course is recommended for those seeking to bring ecopsychological principles into psychotherapy, teaching, service and activism. The format, along with the rich and beautiful Front Range environment, provides an extraordinary learning experience. Both BA and MA.

ENV 232e/532e

Gaia, Ecology & Evolution - 3 cr
Reconciling Gaia theory with the accepted principles of ecology and evolution has been the unifying theme for a host of geophysical and geobiological syntheses, many of which will be considered in this course. The introductory lecture will include a chronology of the historical development of the Gaian principle in western science followed by overview lectures on ecology, evolution, complex systems and Gaia theories. The course will cover key ecological/geophysical metabolisms sustaining Gaia today and the empirical evidence relevant to their functions as well as a comprehensive treatment of humans' place in Gaia, especially regarding our species' involvement in global change and planetary consciousness. Both BA and MA.

ENV 235/535

Ecology, Evolution & Gaia - 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 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, fostering an appreciation for the richness and diversity of the ecosystem. Prerequisite: lower-division science or complex systems course recommended. Both BA and MA. Required for ES majors.

ENV 238/538
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 introduces basic survival skills including making fires by friction, locating and purifying water, constructing a 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 $20 materials fee for this course. Both BA and MA.

ENV 245
Geography: Pilgrimage, Sacred Landscape and Celebration of Earth - 3 cr
As a discipline of storytellers about the earth, geography is a way to stretch our minds. Religious and cultural worldviews play a significant role in shaping our view of and impact on the earth. In this course we explore the world through the lens of pilgrimage and sacred landscape. Engaging in listening, reading, writing and telling stories, as well as dialogue with place, we will recall and awaken our connection with the earth.

ENV 255/555
Environmental Justice - 3 cr
This course will examine contemporary issues of environmental justice/racism in the U.S. and throughout the world, 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 BA and MA. Required for ES majors.

ENV 285/563
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 SOC 220, Cultural Anthropology or ENV 255/555, Environmental Justice. Both BA and MA.

ENV 315/520
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, ecosophiology and systems thinking. The contemplative path begun in ENV 205 “Nature, the Sacred and Contemplation” is taken further in the cultivation of “ecological identity” and a personal commitment to action on behalf of nature. Deep ecological alternatives for addressing ethical and ecological problems will be examined, along with options for effective and compassionate action. Experiential exercises and a research project enable students to apply the deep ecological perspective to their own lives. Both BA and MA. Required for ES majors.

ENV 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. BA only.

ENV 330/530
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 skilful synthesis of garnered information, clarity of strategy and decision-making processes. Students complete a project involving a local environmental problem. Upper-division standing required. Both BA and MA. Required for ES majors.

ENV 345/540
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 justice, nonviolent activism; and the current political and spiritual landscape of the environmental movement. Personal and/or team projects will provide opportunities for personal engagement. Previous experience in sitting practice is highly recommended. Upper division status recommended. Both BA and MA. Required for ES majors.

ENV 399
Independent Study - 1-4 cr
Recommended for students taking concentration areas as minors in Environmental Studies. Must be taken after required courses in this area. BA only.

ENV 450/550
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 BA ES majors unless Senior Project is chosen instead. Both BA and MA.

**ENV 479**  
BA Portfolio Review - non-credit  
Please see the BA section under Portfolio. Handing in a Portfolio with the student's collected work in the final semester of senior year is required for graduation.

**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. BA only.

**ENV 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 MA students. Others by permission of the instructor. MA only.

**ENV 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 MA students. MA only.

**ENV 605**  
Boulder Creek Watershed Atlas II - 2 cr  
This course is a continuation of ENV 604. With faculty support and guidance students design and implement an action project based in service. Part of this project is a "volume" (electronic or print, film, documentation of an event, scrapbook, or other) to be added to the Boulder Creek Watershed Atlas. In addition to the service project, the course offers opportunities for students to apply information and practice skills they are learning in other courses in the program. Required for EL MA students. MA only.

**ENV 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 MA students. MA only. $150 fee.

**ENV 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. MA only. Required for EL MA students.

**ENV 621**  
Integrative Dialogue: Environmental Issues, Race, Power and Class - 1 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. MA only. Required for EL MA, 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. MA only. Required for EL MA.

**ENV 631**  
Integrative Dialogue: Exploring Indigenous Models of Leadership - 1 cr  
It is widely recognized today that the dominant models of leadership in the United States have serious drawbacks. Gradually entering the discourse is the concept that leadership following this model can be harmful to both leaders and followers. In refining leadership toward a healthier model and out of respect for the first people of North America, the program seeks to listen carefully to what these cultures have to say about leadership. This course will hear...
from several local individuals who are leaders in contemporary American Indian organizations and projects. MA only. Required for EL MA. Lab fee.

ENV 650
Inner Work for Environmental Leaders II - 2 cr
This course is a continuation of ENV 600. 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. MA only. Required for EL MA.

ENV 655
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 environments. The 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 $300 lab fee. Required for Environmental Leadership MA students. MA only. Others by permission of the department.

ENV 656
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 655. There is a $350 lab fee. Required for all EL MA students. MA only.

ENV 670
Human/Mature 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 course components 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 startling than the 'new paradigm.' MA only. Required for EL MA.

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. MA only. Required for EL MA. Lab fee.

ENV 680
Transforming Systems II - 2 cr
This course is a continuation of ENV 680. MA only. Required for EL MA.

ENV 681
Integrative Dialogue: Exploring Cultural Diversity in Ecopsychology - 1 cr
Ecopsychology is an emerging field of study and practice, still defining itself. In most cases the focus is on ecotherapy and the psychological dimensions of relating and belonging to the earth. Currently the field is reaching out through the voice of the well-educated, largely middle class perspective. The Environmental Leadership program wishes to add a cross-cultural dimension to the discussion. To do this requires recognition that the psychology best understood by the field may not be applicable across cultures. MA only. Required for EL MA. 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 MA requirement. Proposals must be submitted to the MA advisor prior to enrollment. MA 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 (meditative practice) 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 MA.

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 a 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. MA only. Required for EL MA.

ENV 730
Culture/Nature Partnership I - 2 cr
This team action project course is 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. MA only. Required for EL MA.

ENV 753
Meditation Practicum II - 1 cr
This course is a continuation of ENV 703 designed to support students in continuing the practices of mindfulness-awareness meditation and tonglen practice. There will be group practice and exercises, readings, discussion and individual instruction. Required for EL MA.

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 skilful 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. MA only. Required for EL MA.

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. MA only. Required for EL MA.

ENV 879
MA Portfolio Review - 0 cr
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. MA only. Required for EL MA.

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 please see the "Special Student Status" section in the Student Handbook. May be repeated. MA only.

GERONTOLOGY (GER)
The courses in this discipline are offered by the Gerontology Department.

GER 200e/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. 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 BA and MA.

GER 370/570
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 BA and MA.

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. Required of all Gerontology and Engaged Buddhism students. Open to others with permission of instructor. Community professionals and those interested in working with the dying are encouraged to take the course. MA only.

GER 600
Contemplative Aspects to Aging - 2 cr
This course will provide forlering Gerontology students with an introduction to the meditative practice and to the essentials of contemplative education as an essential foundation for providing long-term care and long-term care management. Using Shambhala teachings as a working basis, the focus of this class will be presented as a skillful means of befriending the aging process, both one's own and that of others. MA only.

GER 610
Concepts of Management: Leadership and Teamwork - 3 cr
This course surveys the 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 processes, and the development of communication skills for administrators. MA 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. MA 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, clarify problem areas and identify possible solutions. The objectives of accounting and reporting and the use of computerized systems to accomplish these are presented. MA only.

GER 640
Aging and Health - 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 these changes affect one's relationship to the world. The course examines myths about aging and explores how health is experienced, regardless of the presence of or lack of disease. The terminology of health and disease common to a long-term care setting is introduced to facilitate effective communication with health care professionals. MA only.

GER 647
Social Aspects of Aging - 2 cr
This course provides a comprehensive overview of social gerontology as a field of knowledge, research, social policy and practice. MA only.

GER 650
Contemplative Approaches to Elder Care - 3 cr
This course builds on the learning developed in GER 660. 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 660. MA 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 to the regulatory structure in long-term care. MA only.

GER 680
Financial Aspects of Long-Term Care - 2 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. MA only.

GER 699
Independent Study - 1-3 cr
MA 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. MA 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/selection 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. MA only.

GER 750
Legal and Ethical Environment 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. Specific emphasis is placed on the potential liabilities of health care professionals and administrators. The course also focuses on ethics of health services management. MA 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. MA 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. MA only.

HORTICULTURE (HOR)
The courses in this discipline are offered by the Environmental Studies Department.

HOR 300/520
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 200, Garden World, or permission of the instructor. $10 materials fee. Both BA and MA.

HOR 310/510
Agroecology - 3 cr
Agroecology is a design systems approach to land management, combining agriculture with the local ecosystem. This course focuses on food and fiber production in relation to the natural ecosystem, local bioregion and traditional agriculture practices from around the world. We will cover topics on sustainable use of natural resources, increasing farm diversity, renewable resources and ecological relationships on the small farm. Students will draw from historical events and discuss current agriculture issues to discover what a healthy agroecological system is. Coursework is at Hedgerow Farm. Prerequisite: ENV 200 Garden World. Both BA and MA.

HOR 320/500
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 sites and videos of historically important gardens and visit local gardens. Prerequisite: ENV 200, Garden World. Both BA and MA.

HOR 399
Independent Study - 1-4 cr
Recommended for students doing a concentration area or minor in horticulture. Best taken after required courses in this concentration area. BA only.

HUMANITIES (HUM)
The courses in this discipline are offered by Naropa College and the Interdisciplinary Studies Department.

HUM 101W
Prior Learning Credits Workshop - 1 cr
Students will prepare a portfolio to document college-level learning completed outside the traditional classroom setting. This process is designed specifically to acknowledge learning acquired through work experience. See "Prior Learning Credit" in the Undergraduate Admissions section. BA only.

HUM 152
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 a historical context and ways they are tremendously relevant in our lives today. This course will provide an opportunity for beginners to gain a working understanding of the Bill of Rights; its interpretation and application. BA only.

HUM 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-sience form, active nonviolence provides us with alternatives to war and violence.
that merit attention. This course explores the religious and philosophical foundations of nonviolence. Students 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. BA only.

HUM 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. BA only.

HUM 204
Contemporary Feminist Philosophy - 3 cr
Whereas the various schools of philosophy take as their starting point our existence, i.e., the fact that we are constituted as “beings,” the various schools of feminist philosophy begin by examining our existence as gendered beings. This course surveys feminist philosophy from its beginning, starting with Locke and Wollstonecraft. We examine positions about ethical theories, feminist epistemologies, disputes about essentialism and the place of women in the history of philosophy. We explore the diverse modes and methodologies as well as the assumptions and goals of various schools of feminism: radical, socialist, liberal, Marxist, psychoanalytic, multicultural, “third wave,” etc.

HUM 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. BA only.

HUM 225
The Life and Thought of Gandhi - 3 cr
Mahatma Gandhi treated life as an indivisible whole. He regarded the personal and the public, the religious and the political as fundamentally interrelated aspects of his existence. This course examines the interplay between the life of social activism and the political thought of Gandhi. It explores a series of personal and social experiences he conducted to make self and society. His perspectives on religion, freedom, nonviolence and women are among the issues we will closely examine. Wherever possible, we will seek appropriate lessons from his life for our time.

HUM 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 them as they moved from a mythological world view to one of science and logic. With a special focus on Plato and Aristotle, we will be reading primary sources to discover the problems they considered and the impact their answers have had on 3,000 years of Western history and thought, in particular, linguistics, Christianity and modern culture. Each student produces a portfolio of their philosophical vocabulary and contemplation. BA only.

HUM 241
General Systems Thinking 1 - 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 discussions, we will use systems thinking to understanding our human experience and the world in which we live. Class readings and video include such original thinkers as Christoff Capra, Gregory Bateson and Rupert Sheldrake. BA only.

HUM 245
Western Philosophy II: An Imperfect Symmetry - 3 cr
Western philosophy continued developing after the fall of Rome; from Augustine of Hippo to Thomas Aquinas, through medieval time up until the 1600s. Enlightenment; establishing an intricate matrix of Christian, Islamic and Jewish thought. Using primary source readings, we will examine 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. Each student produces a portfolio of his or her philosophical vocabulary and contemplation. BA only.

HUM 252/552
Philosophies of Embodiment: Power, Purity and Function - 3 cr
This interdisciplinary course surveys philosophical, religious, medical, literary and political works on the human body. The body is posited as a locus of power—whether by religion, where it is seen as an instrument of “God,” made in “his” image and a vessel for the soul, or politically, utilized and controlled by the state. From the pre-Socratics to the Bush administration, we will examine such enterprises as the Delphi Oracle, sacrificial virgins and gladiators, to the current debates on capital punishment, euthanasia and abortion rights.

HUM 255
Western Philosophy III: The History of Consciousness - 3 cr
Western philosophy flourished in Europe during the 16th century and crossed the Atlantic to take root in the New World. The philosophers of early modernity problematized consciousness itself—investigating the concepts of good and evil, pleasure and pain, the place of language in the construction of “reality,” atheism and morality, ethics and deviancy, the ways in which subjects are constituted and the deconstruction of “norms” such
as history, embodiment and phenomenology. By reading primary texts, we will engage in the philosophic tradition that informs and pervades our world.

HUM 258
The Making of Modern India, 1885–1988 - 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 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 a viable democracy and a pluralistic society. BA only.

HUM 260/560
Fictions of Desire: A Literary Survey - 3 cr
Erotic desire and romantic longing inform the western literary tradition. In this course we will read a survey of canonical Literature that uses the theme and motif of desire, including Homer, Sappho, Euripides, Shakespeare and others. We will investigate the issues of sex, romance and gender in each literary text's historical and cultural context in order to understand its contemporaneous meaning. We will examine the debate regarding the western literary canon, inquiring into the biases for and against certain authors, critiquing why some authors were included while others weren't.

HUM 280
Mythopoesis: 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 the oral and literary traditions of Greek and Roman classical myths and we will look at Egyptian, Mesoamerican and Asianic roots. Nordic and Celtic mythmaking will be a part of this course. The student will produce projects about creation, end time, fertility, gender, heroic journey and ritual myths. We will explore personal uses of myth, especially through a Jungian lens. BA only.

HUM 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. BA only.

HUM 284
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. BA only.

HUM 285e
World Wisdom: Recalibrating the Mind to Serve the Emerging Spirit - 3 cr
This course presents a series of lectures by former Naropa World Wisdom Chair Holder, Rabbi Zalman Schachter-Shalomi that address the philosophical issues connected with the emerging shift of our cosmology. Thoughtful and provocative topics include themes of ecumenism, transpersonal sociology, philosophy and contemplative living. This course is designed to nourish the human spirit and promote critical thinking. BA only.

HUM 286
Democracy in the United States of America, 1919–1986 - 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. BA only.

HUM 341
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 anthropology to help us understand what it is to be a conscious human being in these times. BA only.

INTERDISCIPLINARY STUDIES (INTD)
The courses in this discipline are offered by the Interdisciplinary Studies Department.

INTD 200
Identity and Representation: Race, Class and Gender on Film - 3 cr
See SOC 200 for description.

INTD 204
Contemporary Feminist Philosophy - 3 cr
See HUM 204 for description.

INTD 220
Cultural Anthropology: Who Are the Americans? - 3 cr
See SOC 220 for description.
INTD 252/552
Philosophies of Embodiment: Power, Purity & Function - 3 cr
See HUM 252 for description.

INTD 260/560
Humanities Topics: Fictions of Desire: A Literary Survey - 3 cr
See HUM 260 for description.

INTD 271/571
Special Topics: Skin and Other Thresholds
Our human skin keeps the inside in and the outside out; it defines us and allows us to define ourselves; it lets us touch to form the deepest of bonds and it divides us like an old argument. In this course we will look to evolutionary biology, anthropology, folklore, art, literature, medicine and popular culture for their insights into skin and its metaphors of identity, pain, protection, politics, ornamentation, and eroticism, among other thresholds. Reading averages 50 pp/wk; two tests, final paper.

INTD 305
BA Interdisciplinary Studies Seminar - 3 cr
This seminar, with its evolving topics of study, will explore the various methodologies and applications of Interdisciplinary Studies. Theoretical and applied readings (averaging 20-30 pages/week) will be discussed in formal seminar presentations. Additional requirements may include vocabulary tests, an annotated bibliography and a final paper. This is our chance to engage one another as a community of interdisciplinary scholars. Open to Naropa College and BA students.

INTD 480
Senior Project - 2 cr
Open to INTD students only. By permission of the department.

INTD 481
Extended Senior Project - 1 cr
Open to INTD students only. By permission of the department.

INTD 605
MA Interdisciplinary Studies: Proseminar - 3 cr
The Interdisciplinary Studies MA program is designed to produce mastery in a refined, accurate and rigorous combination of the modes and methodologies that are utilized by the diverse academic disciplines that make up the university. The MA proseminar explores the various modes, methodologies and applications of interdisciplinary studies through the study of theory and practice of interdisciplinarity. This study encourages the development of potential solutions to complex problems. Required. MA Interdisciplinary Studies students only.

INTD 880
Master's Project - 2 cr
MA Interdisciplinary Studies students only. By permission of department.

INTD 881
Extended Master's Project - 1 cr
MA Interdisciplinary Studies students only. By permission of department.

MUSIC (MUS)
The majority of courses in this discipline are offered by the Performing Arts Department.

MUS 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 required. BA only.

MUS 103/503
Afro-Pop Ensemble - 3 cr
From jive to jive, this ensemble will learn and perform contemporary popular music of Africa. Precise rhythms and soulful singing form the backbone of the ensemble. All instruments are welcome and there is room for those who don't play a Western instrument. Come with enthusiasm and be prepared to sing! Both BA and MA.

MUS 110/538
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 bassi along with drums and other percussion. The class is primarily hands-on, learning music in a community setting, but students will also explore the rich cultural tradition and history of the Shona people and compare the music of Zimbabwe with other xylophone traditions in Africa and throughout the world. No previous musical experience is necessary. Both BA and MA.

MUS 200/500
Ear Training 1 - 3 cr
Training in skills necessary for the performance of music 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: MUS 100 or equivalent. Both BA and MA.

MUS 205
Classical Indian Tabla - 2 cr
Offered through Study Abroad, this course is an introduction to traditional North Indian music through the study of the tabla (traditional drum). Students are trained in tuning, right and left hand exercises and beat patterns and timing. Later classes offer lessons in combining rhythm patterns and introduce a selection of classical compositions. Students practice outside of class and attend local concerts.
MUS 208/508
Shambhala Chorus - 3 cr
Students will prepare for performance pieces from all periods of music history, including Medieval & Renaissance sacred music, Bach Chorales, folk and pop songs, jazz standards and contemporary pieces by Zap Mama, Bobby McFerrin and others. Participants must be able to carry a tune. The ability to read music is helpful, but not essential. The aim of the class is to learn about music and to uplift through singing. Students will perform in the final Music Arts Concert. Both BA and MA.

MUS 210/510
Ear Training II - 3 cr
A continuation of MUS 200. Additional topics include four-part writing, harmonic analysis and seventh chords. Prerequisite: MUS 200/500 or its equivalent. Both BA and MA.

MUS 215/515
Sabar Drumming - 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 BA and MA.

MUS 225/505
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 BA and MA.

MUS 226
Balinese Gamelan
Orchestra: Bali - 2 cr
Students learn the gong kebyar form of gamelan. Naropa University owns a full orchestre of instruments for use by the group. No prior musical training is required.

MUS 230/530
Improvisation I - 2 cr
Beginning with "free music" and moving 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 to play. The class is open to instrumentalists and singers at any level of experience. Both BA and MA.

MUS 250
Music Appreciation - 3 cr
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 an cassette of highlights from the history of music. Both BA and MA.

MUS 255/555
Introduction to World Music: The Music of Japan - 3 cr
This course focuses on the music of Japan, including a tradition of musical preservation and evolution spanning over 1000 years. This course uses the combination of the universal experience of music and the unique characteristics of specific musical traditions as its starting point. It aims at musical appreciation and enjoyment through the discovery of the practice and preservation of musical traditions ranging from prehistoric to folk and classical on such instruments as shakuhachi (traditional bamboo flute), shamisen (three string lute) and koto (13 string zither). The ability to read European music notation is not required. No previous experience in music is required. Both BA and MA.

MUS 260
Listening to Jazz - 3 cr
Open to all students, this class examines the multifaceted traditions of jazz, arguably the most significant musical development of the 20th century. Through readings and by listening to recorded examples and to live music, students explore the cultural and artistic elements of this richly expressive musical form.

MUS 265/535
Jazz Ensemble - 2 cr
Jazz performance ranges from the richly complex compositions and arrangements of Duke Ellington to the colorfully expressive "free jazz" of Ornette Coleman. The Naropa Jazz Ensemble explores many aspects of jazz including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for performance. Students will audition with the instructor on the first day of class. Both BA and MA.

MUS 280/580
Recording Studio I: Introduction to Music Technology - 3 cr
In this class we will develop an understanding of the basic principles of acoustics and electronics as they pertain to sound transmission and recording. Of particular concern will be the hands-on use of microphones, signal and dynamic processors and multitrack recording equipment both as creative and archival tools. We will also gain practical experience through group and individual recording projects that explore the technical differences between analog and digital recording and their respective techniques. Prior recording or music experience, though helpful, is not required. Both BA and MA.

MUS 360/550
Musicianship I - 3 cr
Intensive musical training sessions involving sight-singing, musical dictation, rhythmic exercises (using rhythms from India, Africa, Asia, Brazil and Cuba, jazz, rock and contemporary classical music) and the study of harmony as used in classical, jazz and pop music. Prerequisite: MUS 210/510 or equivalent. Both BA and MA.

MUS 370/560
Musicianship II - 3 cr
A continuation of MUS 360/550. Prerequisite: MUS 360/550 or its equivalent. Both BA and MA.
MUS 380/585
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. Both BA and MA. The completion of MUS 280/580 is a prerequisite for this course.

MUS 397/597
Private Music Lessons - 0.5-4 cr
Both BA and MA.

MUS 400
Composition - 3 cr
The content and direction of this course is determined largely by the interests of those enrolled. 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 instrumentation systems and composing for dance, theater and film. Knowledge of conventional music theory and notation and skill on particular instruments is welcome, but not required.

MUS 460/570
Musicianship II - 3 cr
A continuation of MUS 370/560. Prerequisite: MUS 370/560 or its equivalent. Both BA and MA.

MUS 499
Independent Study - 1-3 cr

AMERICAN INDIAN STUDIES (NAM)
The courses in this discipline are offered by the Environmental Studies Department.

NAM 265/565
American Indian History: 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. Prerequisite: ENV 265, Environmental Justice. Both BA and MA.

PFAR 346
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.

PFAR 356
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: PFAR 346.

CONTEMPLATIVE PSYCHOLOGY (PSYB)
The courses in this discipline are offered by the BA Contemplative Psychology Department.

PSYB 100
Anatomy: Learning from 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 of these body systems, their purpose in health and how to sense our natural intelligence by
aperception. Use of touch, pressure, sound and movement will complement visual aids and texts. Includes lecture, demonstration and movement/hands-on practices. BA only.

**PSYB 101**
Introduction to Western Psychology - 3 cr
In this class we explore psychology as it has developed in the western world. Students learn to better understand mental life and behavior by studying diverse western traditions that range from laboratory science to the intuitive clinical work involving clients and therapist. Specifically, students develop familiarity with many of the distinct perspectives, concepts and terms of western psychology. This survey course covers important topics such as brain function, consciousness, perception, learning, thought, motivation, emotion, personality, mental illness and therapy. Understanding these topics is deepened by critically evaluating western psychological frameworks with respect to each student's own experience. BA only.

**PSYB 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 attractions and impulses and to strike a balance between social engagement and taking of 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. BA only.

**PSYB 206**
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.

**PSYB 208**
Embodying 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 fall and spring. Upper-division BA students only. Others by permission of instructor.

**PSYB 209**
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. Upper division only. Others by permission of the instructor.

**PSYB 215**
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-centrism creates suffering and confusion in our lives; and train students to begin to develop inner tranquility, insight and loving-kindness as the essential ground for working effectively with their own life challenges and those of other people. Offered in fall and the spring. Open to BA Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of department.

**PSYB 217**
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 BA students only. Others by permission of instructor.

**PSYB 223**
The Psychology of the Five Elements I - 2 cr
This course will explore the "law of the five elements" and the system of medicine connected with it. The ancient Chinese viewed body, mind and spirit as inseparable from the world of nature; careful observation of nature reveals the cause of suffering to any or all of these three areas. Through lecture discussion and hands-on exercises, students will examine their existing state of physical, mental and spiritual health. During this exploration students develop tools and skills to help improve personal and interpersonal environments. Offered in the fall. Upper-division BA students only. Others by permission of instructor.

**PSYB 225**
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 students' understanding of their 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 fall. BA only.

**PSYB 234**
Perception - 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 nuance 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.

**PSYB 239**
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 these diseases. Offered in the fall. Upper-division BA students only. Others by permission of instructor.

**PSYB 245W**
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. Open to BA Psychology students. Others by permission of instructor. Not open to freshmen.

**PSYB 250**
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. Offered in the spring. Prerequisite: previous experience in movement classes and willingness to move. BA only. Others by permission of instructor.

**PSYB 260**
Approaches to Healing - 3 cr
This class provides a basic overview of the theory, practice and use of various natural approaches to health and healing. Emphasis is placed upon understanding and appreciating these modalities and discerning when and for what they are appropriate. Students will research and articulate the paradigms of holistic medicine, clarifying their personal interest for future work in this field. Offered in the spring. BA only. Not open to freshmen.

**PSYB 277**
Introduction to Body Psychology: Embodifying Awareness - 2 cr
Embodifying Awareness introduces somatic psychology as the practice of making meaningful connections between cognitive process, emotional process, and the expressions 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 bodily-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. Offered in the spring. BA only.

**PSYB 304**
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. Students will learn the fundamental principles of the somatic psychology field and explore in depth their relationship with advanced developmental psychology theories. Prerequisite: PSYB 100. Anatomy: Learning through the Senses.

**PSYB 306**
Language and Communication in the Healing Process - 2 cr
Based on principles and techniques developed by the late Dr. Milton Erickson upon understanding 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 BA students only. Others by permission of instructor.
PSYB 308
Expressive Arts in Healing - 3 cr
Expressive media are potent in reflecting, exploring and communicating our humanity. Giving permission to emotional and psychological energies, students will use colors, paper, movement, clay and other media to inquire more deeply into felt experience and limiting habitual tendencies. Basic principles of creativity act as agents of change, with and without words, allowing energy to move, perspectives to widen and a friendlier, clearer heart toward self and others. Individual and small group work develops a meaningful microcosm as a humane, expressive community. Offered in the fall. Upper-division BA and MA. Others by permission of instructor.

PSYB 315/512
Buddhist Psychology II: 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 215 or equivalent meditation experience. Upper-division BA and MA students only. Others by permission of instructor. Offered every year in the fall and every other year in the spring.

PSYB 316
Symbols & 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 BA students only. Others by permission of instructor.

PSYB 323
The Psychology of the Five Elements II - 3 cr
A continuation of the work in PSYB 233, Psychology of the Five Elements I. Students will work more deeply with five element diagnoses—the officials, color, sound, odor and emotion diagnosis in our personal healing journeys. In addition, we will journey 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: Psychology of the Five Elements I. Offered in the spring. Upper-division BA students only. Others by permission of instructor.

PSYB 325
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 servent leadership. Each student also writes weekly reflection papers, which track the unfolding of their helping relationship with another person in light of the principles being presented. Prerequisites: PSYB 215 or meditation experience and permission of department. Offered in the fall and spring. Open to BA psychology and interdisciplinary students only. Others by permission of department.

PSYB 328
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.

PSYB 330
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. Prerequisites: Introduction to Psychology or by permission of instructor. Offered in the fall. BA only.

PSYB 333
Hakomi Somatics - 3 cr
Recognizing that mind and body jointly express and reflect deeply held, often unconscious beliefs about oneself and others, Hakomi Somatics helps bring these beliefs to conscious awareness. The body, with its various patterns, is used to access an intelligence which underlies habitual, limiting patterns. Thus, limiting patterns are recognized and understood and learning and transformation become possible. We will do exercises in mindfulness. Topics include the Hakomi principles, character strategies, boundaries, resources and somatic psychological skill building which can be used in daily life. Offered in the fall. Upper-division BA students only. Others by permission of instructor.

PSYB 336
Introduction to the Jin Shin Tara Approach: The Treatment of Shock and Trauma - 2 cr
This course outlines the neurochemical, 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 BA students only. Others by permission of instructor.
PSYB 343
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 practice of sitting and walking meditation, tonglen and Maitri 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 345/545
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 BA psychology and interdisciplinary students and MA only. Others by permission of instructor.

PSYB 346
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 BA students only. Others by permission of instructor.

PSYB 348
Gestalt: Western Form of Zen - 2 cr
This is a continuation of PSYB 328, Gestalt: Presence. May be taken without PSYB 328. Offered in the spring. Upper-division BA students only. Others by permission of instructor.

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. Prerequisites: Introduction to Psychology or permission of instructor. Offered in the fall. Open to BA Psychology and interdisciplinary students only.

PSYB 354
Introduction to Transpersonal Psychology - 2 cr
An introduction to Transpersonal Psychology that uses the work of Jung, Assagioli, Grof, Wilber, Wales, Vaughan and others to introduce students to the theoretical concepts and practical applications of Transpersonal Psychology. Students will also learn to utilize the tools of this field of study, as well as explore their personal journey through the lens of transpersonal psychology. Prerequisites: Introduction to Psychology or permission of instructor. Offered in the spring. Open to BA Psychology and Interdisciplinary Studies students only.

PSYB 355
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. Upper-division only. Others by permission of instructor.

PSYB 359
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 retraumatization defenses lost in the wake of trauma. Students will develop a personal "sensory diet" (from Sensory 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 BA students only. Others by permission of instructor.

PSYB 362
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. BA only. Not open to freshmen.
PSYB 366  
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. BA only. Not open to first-year students.

PSYB 372  
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 writings 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. Open to BA Psychology and Interdisciplinary Studies students only. Others by permission of instructor. Not open to freshmen.

PSYB 371/571  
Personality Theories - 3 cr  
A study of theory in the major systems of psychology including psychoanalysis, analytical psychology, behavioral, humanistic, existential, Adlerian, feminist, gestalt and transpersonal perspectives. We will discuss the philosophical and practical relationship between ethics and psychology, including inter-cultural issues. Students will clarify, formulate and develop their own beliefs and approaches to psychology and theory of personality in relation to these major schools of thought. We will explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives. Prerequisites: introduction to Psychology or permission of instructor. Offered in the spring and fall. Upper-division BA students only. Others by permission of instructor.

PSYB 378  
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. Experiential and theoretical work with music as non-verbal interaction, music-evoked imagery and expressive improvisation provide participants with a basis for using music as a modality for personal growth and integration. This course is intended to guide you in exploring your inner landscape and your relationship with others through music rather than investigating clinical applications of music therapy. No previous musical training is required. Offered in the spring. Upper-division BA students only. Others by permission of instructor.

PSYB 371e  
Personality Theories - 3 cr  
See course description for PSYB 371. This class may be taken for undergraduate credit and also satisfies the prerequisite requirement for personality theories for students entering the graduate Transpersonal Counseling Psychology program. BA only.

PSYB 372e  
Abnormal Psychology - 3 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 writings 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. Open to BA Psychology and Interdisciplinary Studies students only. Others by permission of instructor. Not open to freshmen.

PSYB 421/560  
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 BA and MA. Others by permission of instructor.

PSYB 422  
The Psychology of Emotion - 2 cr  
This course explores current research on brain and other biological processes involved in emotion and mood. We will look at discrete categories of emotion such as fear, anger, sadness, joy and love as well as various dimensions including positive and negative valence, approach and withdrawal behaviors and arousal level. Communication of affect involving expression and perception in multiple channels is investigated. Evolutionary perspectives are brought to bear in our study of emotional adaptation and motivation. Important theories
of emotion are considered with regard to emerging evidence from multidisciplinary studies of consciousness that include functional brain imaging, psychophysiology and subjective report.

**PSYB 425**
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 body/speech mind description, exchange, basic attendance and process notes. The class will also offer support and supervision. Any credits exceeding the core requirement will be used to fulfill concentration electives. Prerequisites: PSYB 215 and PSYB 325. Offered in fall and spring. Open to BA Psychology and Interdisciplinary Studies students 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 as material as well as dreams. The class assists in dream recall, but does not require it. The most important prerequisites are kindness and unconditional curiosity. Prerequisite: PSYB 330 or any Introduction to Jung course and permission of the instructor. Offered in the spring. BA only.

**PSYB 446**
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 a 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. Upper-division BA students only. Others by permission of instructor.

**PSYB 470**
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 of practice 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, humility and trust in the empathic and creative potential in each of us. Prerequisites: PSYB 308 or previous experience with expressive arts. Offered each spring. Upper-division BA and MA only. Others by permission of instructor.

**PSYB 482**
Senior Project Seminar I - 2 cr
The senior project seminar is the initiation—or ground—phase in a two-semester multi-sensory, multi-faceted process, whereby students explore the nature of creativity and its fundamental relationship to psychology in the context of the classroom community. Through readings, writings, class discussions and exercises, students uncover their relationship to creativity and learn what exposing oneself to the larger world means. By engaging their curiosity and liveliness, and developing awareness around habitual patterns and resistances, students cultivate trust in themselves and their inherent qualities of wakefulness, wisdom and compassion. Offered in the fall and spring. Open to BA psychology seniors only.

**PSYB 483**
Senior Project Seminar II - 2 cr
This course is the culmination—or fruitful—phase in a multi-sensory, multi-faceted process, which introduces and explores the topic of transition. Students utilize the lessons learned and relationships formed within the first semester as inspiration for developing their final papers and multi-media presentations. Students are expected to research topics that provoke deep inquiry and challenge both their intellect and intuition. This course culminates in a celebratory, final presentation weekend. Prerequisite: PSYB 482. Offered in the fall and spring. Open to BA psychology seniors only.

**PSYB 499**
Independent Study - 1-3 cr
BA only.

**CONTEMPLATIVE PSYCHOTHERAPY (PSYC)**
The courses in this discipline are offered by the MA 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. MA 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 Sautrabhadra teachings, this course explores both intrinsic health and the obstacles to experiencing it fully. The practice of mindfulness/awareness sitting meditation is introduced. MA only.

**PSYC 609**
Group Process I - 1 cr
Students participate in small and large groups throughout their
tenure in the program. Emphasis is on providing support for the students’ journey. This course is the first in a series of small groups. MA only.

**PSYC 618**
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 students' 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. MA only.

**PSYC 619**
Group Process II - 1 cr
This is a continuation of PSYC 613. MA only.

**PSYC 625**
Large Group Process II - 0.5 cr
This is a continuation of PSYC 620. MA 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. MA only.

**PSYC 629**
Group Process III - 1 cr
This course is a continuation of PSYC 614. MA only.

**PSYC 639**
Group Process IV - 0.5 cr
This course is a continuation of PSYC 629. MA 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. MA only.

**PSYC 658**
Buddhist Psychology II: Abhidharma - 2 cr
A continuation of the study and practice of the principles of Buddhist psychology begun in PSYC 508, this course provides preparation for the maitri program. Topics include intrinsic health, the development of ego, the chain of cause and effect, psychological materialism and working with emotions. MA only.

**PSYC 668**
Family Process - 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. MA only.

**PSYC 669**
Buddhist Psychology III: Compassion and the Heart of Emptiness - 2 cr
This course is an introduction to the Buddhist Mahayana path and its relevance for psychotherapists. Topics include the four Brahmanabhatari (limitless ones), relative and absolute bodhicitta (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. MA only.

**PSYC 678**
Psychopathology I: 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 “storylines.” 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. MA only.

**PSYC 689**
Maitri Program: 1 - 2 cr
May be taken for pass/fail only. Please refer to the description of the MA 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 700**
Research and Statistics - 2 cr
This course surveys research methods and statistics as they apply to counseling psychology and psychotherapy. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction, needs assessments, program evaluation, research ethics, the structure of research reports and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lectures, discussion and practice exercises. MA only. Others by permission of the instructor.
PSYC 708
Buddhist Psychology IV:
Contemplative Psychotherapy Seminar - 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 transmuting illness to health. Buddhist approaches and those of other contemplative traditions are explored. Class format emphasizes student discussion of key issues. MA only.

PSYC 709
Meditation Practicum V - 0.5 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. MA 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. MA only.

PSYC 719
Group Process V - 1 cr
This course is a continuation of PSYC 639. MA 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. MA only.

PSYC 729
Group Process VI - 1 cr
This course is a continuation of PSYC 719. MA only.

PSYC 738
Psychopathology II:
Psychosis - 2 cr
From the Buddhist point of view, psychosis involves 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. MA only.

PSYC 739
Meditation Practicum II - 0.5 cr
A continuation of PSYC 709. MA 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. MA 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. MA 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. MA only.

PSYC 789
Maitri Program II - 2 cr
May be taken for pass/fail only. Please refer to the description of the MA Contemplative Psychotherapy program. MA only.

PSYC 798
Theory and Practice of Group Therapy - 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. MA 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 practices of
counseling, therapy, group work and patient care. MA only.

PSYC 818
Clinical Tutorial I - 2 cr
During the internship year, students meet weekly in small groups with members of the clinical faculty and use a contemplative approach to case presentation. These presentations are directed toward a deeper understanding of how the principles of contemplative psychotherapy manifest in clinical work. Group members also practice clinical skills in these groups. MA only.

PSYC 858
Field Placement II - 4 cr
MA only.

PSYC 868
Clinical Tutorial II - 2 cr
This course is a continuation of PSYC 818. MA only.

PSYC 881
Extended Paper
(Special Section) - 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 Paper Status" section in the Student Handbook. MA only.

PSYC 888
Master's Paper Seminar - 1.5 cr
This class supports students in the preparation of the Contemplative Psychotherapy program's master's paper. See program description for more detail. Each student presents his/her work to fellow students and members of the clinical faculty. Grading is on a pass/fail basis. MA only.

PSYC 889
Maitri Program III - 0.5 cr
May be taken for pass/fail only. Please refer to the description of the MA Contemplative Psychotherapy program. MA only.

SOMATIC PSYCHOLOGY (PSYS)
The courses in this discipline are offered by the MA Somatic Psychology Department.

PSYS 235e/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 anatomy (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 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 grit for awakening, which is no further away than the bloom and fruition of the present moment. Both BA and MA.

PSYS 519W
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 on how body-centered therapy is practiced in the world today and how to creatively use body-centered therapy alone or in combination with music, art and drama. The class will be a combination of traditional and experiential learning. Some applications to special populations will be explored. MA only.

PSYS 557
Dance/Movement Therapy Seminar - variable credit
MA only.

PSYS 547
Contemporary Issues/Somatic Psychology - variable credit
MA only.

PSYS 557
Somatic Dance - 2 cr
This course supports the process of moving and being moved from a deep body-centered place. Individual and group improvisation based on body themes and exploration of ancient sacred cultures, fantasies and dreams will be explored. MA only.

PSYS 577
Developmental Issues/Somatic Psychology - variable credit
MA 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: Clinical Applications - 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. MA 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. MA only.

**PSYS 607**
Clinical Process: Somatic Psychopathology - 3 cr
Student clinicians are provided a working knowledge of the skills and tools used in the clinical process of assessing, diagnosing and treating psychiatric syndromes and populations. The course content explores the basic aspects of psychometric testing including validity, reliability and professional and ethical considerations associated with assessment and testing. In addition, students are introduced to the major diagnostic categories within the DSM-IV-TR as a tool for understanding states of individual psychopathology. Prerequisites: Abnormal psych. or psychopathology requirement and PSYS 687: Clinical Orientation. MA Somatic psychology students only.

**PSYS 610**
Developmental Issues in Play Therapy - 2 cr
This course will emphasize clinical skill building across the lifespan 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, ages and clinical needs.

**PSYS 613**
Culturally Competent Therapist - 1 cr
Psychotherapists work with clients that in many cases come from vastly different cultures than themselves, whether measured by ethnicity, gender or sexual orientation, age, class or race. This course introduces the student to the basic theories and practices of culturally competent counseling via examining the student’s own cultures, biases and internalized oppressions.

**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 Evan, Trudi Schoop and Mary Whitehouse will be experientially explored. Students will integrate their personal group histories with their style and approach to facilitating group process. This will be experiential and didactic. Somatic psychology students only. MA only.

**PSYS 619W**
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 creatively use body-centered therapy alone or in combination with music, art and drama. The class will be a combination of traditional and experiential learning. Some applications to special populations will be explored. MA only.

**PSYS 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 - 2 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. MA 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. MA only.

**PSYS 630**
Play Therapy and Family Systems - 2 cr
From assessment through 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**
Foundations of Movement, Patterning and Analysis - 3 cr
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 systems are applied to treatment strategies. MA only.

**PSYS 646**
The Body in Meditation and Psychotherapy - 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 mindfulness 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.

MA 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 tonicity, sexual dynamics and so on. This course offers body techniques to work with relational patterns in order to develop greater intimacy, differentiation and sexual passion.

MA only.

**PSYS 649**
The Body in Meditation and Psychotherapy II - 1 cr
This course explores further topics in the areas of somatically based contemplative practices.

**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. MA 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. MA only.

**PSYS 657**
Theories of Somatic Psychology - 3 cr
This course explores the scientific bases for somatic psychotherapies. It begins with learning basic bio-psycho-psycho and neuro-psycho 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. MA only.

**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 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. MA 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/dynamic, cognitive, social learning and cross-cultural. Somatic psychology students only. MA only.

**PSYS 683**
Group Process & Dynamics - 3 cr
The course provides somatic theoretical and experiential understanding of group purpose, development, theory, methods, skills and dynamics. In this class we will look at diversity issues, the developmental stages of groups, member behavior and roles, leadership style and will differentiate between group types. This class will support professional preparation and examine ethical and legal considerations.

**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. MA only.

**PSYS 699**
Independent Study - 1-3 cr
MA only.

**PSYS 700**
Research and Statistics - 3 cr
This course surveys research methods and statistics as they apply to counseling psychology, psychotherapy, dance therapy and body psychotherapy. Topics include historical issues, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction and interpretation, program evaluation, research ethics and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion and practice exercises. MA only.
PSYS 702
Somatic Developmental Psychotherapy: 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. MA only.

PSYS 705
Sandplay Therapy - 2 cr
This four-day class will be an experiential introduction to the world of sand tray and sandplay therapy. We will cover the historical, theoretical and practical aspects of working in the sand with children, adults, couples and families. We will also explore how sand tray can be used in conjunction with other creative art therapies, symbology in sand play and the ethical and cultural considerations of sand play. Participants will have many opportunities to build sand worlds and witness building by others.

PSYS 706
Creative Arts Therapies: Groups and Special Populations - 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, theater, poetry and play therapies. The course is a blend of theory and practical application, orienting students towards their practicum placements through exploration of leading movement-oriented groups with multimedia. Prerequisite: PSYS 687. Somatic psychology students only. MA only.

PSYS 707
Multicultural and Diversity Issues - 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. MA 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. MA 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 video-taped sessions with traumatized clients, lecture, discussion, handouts and short exercises, students will learn somatic psychotherapeutic skills for working with the physiological and psychological effects of trauma. MA only.

PSYS 726
Movement Observation and Assessment - 2 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 all this. When my body and soul move together they can create a rhythm of movement.” Rudolph Laban’s approach to movement is based on the discovery of common elements in all movement. This course will explore the art of movement, including principles of Body, Effort, Space and Shape, based on these theories and cover basic movement observation and assessment principles from a Laban perspective. Somatic psychology students only. MA only.

PSYS 736
Methods of Psychotherapy - 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. MA 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 perinatal trauma on adult patterns and pathologies. Second, the dying process is introduced as a vivid experience of adult patterns and pathologies. Birth and death are treated as the two sides of the coin of the “living process” and their metamorphic use in psychotherapeutic practice is explored. Specific techniques and interventions that address these processes are taught. Somatic psychology students only. MA only.

PSYS 777
Somatic Psychology Symposium - 1 cr
This event brings leaders in the field of somatic psychology together to focus on a particular topic. MA only.

PSYS 778
Lifestyles and Career Development - 3 cr
This course provides an exploration of the life transitions and their implications for professional psychotherapists and counselors. Topics include lifestyle issues, career selection and counseling process, career transitions, leisure and retirement and right livelihood. Attention will be paid both to the student's personal experience and also to the implications for counseling others. Conventional and creative techniques will be explored. MA only.
PSYS 816
Dance Therapy Internship Placement IA - .5 cr
Students receive credit for their internships through this class. A lab fee is assessed to provide 10 hours of one-to-one ADTR clinical mentorship. Dance/movement therapy students only. MA only.

PSYS 816
Body Psychotherapy Internship Placement IB - .5 cr
Students receive credit for their internships through this class. A lab fee is assessed to provide 10 hours of clinical mentorship. Body psychotherapy students only. MA only.

PSYS 826
Dance Therapy Internship Seminar IA - 2 cr
After completing second-year requirements, each dance/movement therapy student enters a clinical internship and under ADTR mentorship, leads dance therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/movement therapy students only. MA only.

PSYS 826
Body Psychotherapy Internship Seminar IB - 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. MA only.

PSYS 836
Thesis Research Seminar I - 0.5 cr
This course is designed to prepare students to write a scholarly master's thesis that reflects the integration of training, clinical experience, theory and evaluation and is an original contribution to the field. Students will understand the discrete elements of the thesis and the American Psychological Association guidelines. The class will be a forum for generating topics and critiquing hypothesis and research designs. Somatic psychology students only. MA only.

PSYS 837
Thesis Research Seminar II - 0.5 cr
A continuation of PSYS 836, "Thesis Research Seminar I," designed to prepare students to write a scholarly master's thesis that reflects the integration of training, clinical experience, theory and evaluation and is an original contribution to the field. Students will understand the discrete elements of the thesis and the American Psychological Association guidelines. Class content will directly address students' particular needs as they develop their theses and will be a forum for resources. Somatic psychology students only. MA only.

PSYS 856
Professional Preparedness - 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 postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: PSYS 687 Clinical Orientation. Somatic psychology students only. MA only.

PSYS 866
Dance Therapy Internship Placement II A - .5 cr
Students receive credit for their internships through this class. A lab fee is assessed to provide 10 hours of ADTR clinical mentorship. This class is a continuation of PSYS 816. Dance/movement therapy students only. MA only.

PSYS 866
Body Psychotherapy Internship Placement II B - .5 cr
Students receive credit for their internships through this class. A lab fee is assessed to provide 10 hours of clinical mentorship. This class is a continuation of PSYS 816. Body psychotherapy students only. MA only.

PSYS 876
Dance Therapy Internship Seminar II A - 2 cr
After completing second-year requirements, each dance/movement therapy student enters a clinical internship and under ADTR mentorship, leads dance/movement therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/movement therapy students only. MA only.

PSYS 876
Body Psychotherapy Internship Seminar IB - 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. MA only.

PSYS 877
Extended Internship Placement - .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. MA 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 in 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. MA only.

TRANSPERNONAL COUNSELING PSYCHOLOGY (PSYT)
Courses in this discipline are offered by the MA Transpersonal Counseling Psychology Department.

PSYT 314e/514e
The Diamond Approach - 3 cr
The Diamond Approach is an original, thorough and precise spiritual path developed and taught by A. H. Almaas. This course introduces the main insights and concepts of the Diamond Approach. Drawing on modern psychology as well as timeless spiritual wisdom, it offers a fresh and powerful approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better enabled to fulfill our potential for a life of engagement, service, contentment, richness, depth and mystery. Both BA and MA.

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. MA and BA upper division only.

PSYT 510
Yoga and the Chakras: The Transpersonal Embodied - 3 cr
We practice a gentle form of the ancient discipline of Hatha yoga that is grounded in self-compassion. Through conscious breathing, physical postures and contemplation, we deepen awareness and cultivate a felt sense of the flow of life force through the seven chakras in the body. Each of these vital centers energetically reflects the developmental patterning of physical, mental, emotional and spiritual aspects of our being. As we encounter habitually held patterns, we release blocked energy and experience greater fluidity, vitality, balance and body/mind integration. Lecture is included on the relevance of this practice for self-healing and personal development.

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. MA and BA 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 penance 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. MA and BA upper division only with permission of advisor.

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 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 61; REL 600; or permission of instructor.

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. MA and BA 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. MA and BA 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: PSYB 330 or PSYT 602. MA and BA 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. MA and BA 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 and other 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. MA and BA 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 constrain experience, thus limiting perceptions, and appreciate them as expressions of an inherent wakefulness that promotes openness, connectedness, authenticity and kindness. MA and BA upper division only.

PSYT 551
Ecopsychology - 3 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. MA and BA 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 individuation—to mine for the gold in the personal. MA and BA upper division only.

PSYT 569
Art Therapy Perspective (For Non-Majors) - 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. MA and BA seniors only.

PSYT 575
Taming the Wild Horse - 2 cr
Learning to work with emotions can be a 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 "sending 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
Each summer, the Transpersonal Counseling Psychology (MA) Department offers a one-weekend conference featuring leaders in transpersonal psychology. Previous conferences have focused on the state of the art in transpersonal psychology, ecopsychology, psychotherapy and contemplative practice, initiation, creativity and community and have included such esteemed faculty as Frances Vaughn, Roger Walsh, Laura Sewall, David Abram, Angeles Arrien, Malcomine Some, Stan Grof, Don Campbell, Pat Allen and Shaun McNuff. Topics and faculty vary from year to year. MA and BA.

PSYT 601
Gestalt I: Awareness - 3 cr
The foundations of gestalt awareness are explored experientially with individual, dyadic and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact and boundary disturbances are introduced. Transpersonal roots, community building and development of the I-Thou.
relationship as the basis of therapeutic work are emphasized. Prerequisite: Admission to the Transpersonal Counseling Psychology Program. MA only.

**PSYT 602**
Introduction to Jungian Psychology - 2 cr
This course lays the foundations for understanding Jungian psychology, its history and development as influenced by the personal lives of Carl Jung, Freud and others in the atmosphere of the first half of the 20th century. Emphasis is on the practical application of Jungian theories, both in one's personal life and professional work. Jung's ideas about the structure of the psyche, the flow of psychic energy, complexes, archetypes, the collective unconscious and typology are explored as well as the ways a therapist can assist or deter the psyche's natural tendency to heal itself. MA only.

**PSYT 604**
Art Therapy Skills I: Foundation - 2 cr
This studio lab closely parallels the content covered in History and Theory of Art Therapy (PSYT 634). Practice with various art therapy techniques and art media will be covered in detail. Application of theory is addressed through the investigation of art-based interventions that support the formation of a productive therapeutic relationship when working within various theoretical models. Students will integrate counseling skills and awareness practice with art therapy techniques throughout the semester. MA only.

**PSYT 607e**
Integral Psychology - 3 cr
This course centers on the theoretical work of Ken Wilber. We will go into more theoretical depth and explore the practical applications of his work. As a result of this course, students will be able to explain and critique Wilber's theory of Integral Psychology; compare and contrast Wilber's evolutionary view of psychospiritual and sociocultural human development with relativistic views; and critically assess the sociocultural dimensions of psychospiritual human development through the case illustrations of sexuality, morality and gender development. Feminist scholarship relative to these themes is centered in the course. Students will also cultivate and nourish an integral practice throughout the course.

**PSYT 608 & 618**
Residential Intensives in Transpersonal Psychology I and II - 3 cr
These courses introduce MATP students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide the opportunity for community-building, face-to-face instruction in transpersonal processes such as 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 1 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. MA 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 revisit their own developmental path. The material will be presented through lecture, guest presentation, readings, class discussions, experiential exercises and observations. MA only.

**PSYT 611**
Counseling Relationship I: Techniques and Practice - 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). MA 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 class is on verbal counseling skills. MA 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. MA only.

**PSY 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 wakefulness within daily life situations are explored. Group practice sessions, lectures, discussions and Individual meditation instruction are provided. MA only.

**PSY 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: PSY 604, Art Therapy Skills I: Foundation and PSY 634, History and Theory of Art Therapy. MA only.

**PSY 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. MA only.

**PSY 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 core integration of body, mind and spirit. This course will be held in a residential retreat setting. There is an additional fee for room and board. MA only.

**PSY 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 looking at artwork and when establishing a therapeutic relationship through art. Prerequisite: Admission to the Art Therapy Program. MA only.

**PSY 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 meditative drawing to access and integrate deep levels of the psyche. This process is not appropriate for people with severe psychological problems or certain physical conditions such as pregnancy, heart disease, glaucoma, epilepsy or infectious diseases. MA only.

**PSY 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.

**PSY 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-down/underdog, the four emotions, contact boundary and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a gestalt working. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSY 601, Gestalt I. MA only.

**PSY 654**

Art Therapy Skills II: Transpersonal - 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. MA only.

**PSY 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. 

**Prerequisites:** PSYT 611, 661, Counseling Relationship I, II; PSYT 670, Transpersonal Psychology; and PSYT 700, Research & Statistics. MA only.

**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, lifestyle, 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 511, Counseling Relationship I: Techniques & Practice. MA only.

**PSYT 662**  
Counseling Relationship III: 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, lifestyle, 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. MA 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 MA program or permission of instructor. MA only.

**PSYT 671**  
Psychology of Meditation I: Applications to Counseling - 2 cr  
This course builds on the foundation provided by PSYT 621, Psychology of Meditation I. Topics presented through lectures and readings 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. MA only.

**PSYT 672e**  
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. **Prerequisites:** PSYT 670e or an equivalent introduction to transpersonal psychology. MA only.

**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. **Prerequisites:** PSYT 611, 661, Counseling Relationship I, II; PSYT 610, Human Development; and PSYT 670, Transpersonal Psychology. MA 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. MA 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, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction and interpretation, program evaluation, research ethics and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion and practice exercises. MA only.

**PSYT 702**  
Jungian Dreamwork - 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, progression from dreams and the use of dreams in the individuation process. MA only.

**PSYT 704**  
Skills III: Group Dynamics (Art Therapy Emphasis) - 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:** $65 lab fee. **Prerequisite:** PSYT 654. MA 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 skill in writing assessments, formulating treatment goals and writing session plans and progress notes. **Prerequisite:** Permission of department. MA 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. MA 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 in-patient and out-patient treatment are discussed. Students will explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interactions of alcohol and drug abuse and other addictive behaviors with attachment bonding disruptions in early childhood and childhood trauma will also be investigated. Lectures, guest lectures, discussions, role-play and other experiential techniques are used. MA only.

PSYT 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. MA 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 proficiencies. Prerequisite: Ability to play all open position guitar chords, 1-4-5 triads on keyboard in the keys of C, G, D, A and E and completion of music theory quiz. MA only.

PSYT 717
Studio Practicum - 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 45 hours of practicum are included. Prerequisite: Successful completion of all previous art therapy and counseling courses. MA 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 mediation instruction is provided. Prerequisite: PSYT 621, Psychology of Meditation I. MA only.

PSYT 723
Trauma, Dissociation & 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.) MA 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. MA 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 deepen 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. MA only.

PSYT 734
Child/Adolescent Development (Art Therapy Emphasis) - 3 cr
This course examines the cognitive, emotional, moral and artistic development of youth from birth to 18. Students will develop clinical skills through in-class experientials, role-play and in-depth examination of the literature including assessment and treatment procedures, cultural influences, violence, trauma, substance abuse and divorce. Special attention to artwork produced by healthy and disturbed children is stressed throughout the semester. MA only.

PSYT 735
Music Therapy Practicum II - 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 in a community agency with a special population. Music therapy supervision will be provided by the instructor of the class. Students will develop skill in writing assessments, formulating treatment goals and writing session plans and progress notes. Prerequisite: Permission of the department. MA only.
PSYT 738e
Transpersonal Service Learning I - 1.5 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 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-unowned aspect of ourselves. By owning the many parts of the dream through dramatic enactment one broadens, diversifies and heals the split between self and world. The process of assimilation reverses the projection of unidentified aspects of the self-revealing life, creativity and wholeness. The fantastical nature of the dream is brought to awareness through experiential exercises that are sensory, concrete and spontaneous. The course includes Gestalt dreamwork theory, demonstration, practice facilitation and discussion of clinical and therapeutic applications. MA only.

PSYT 748e
Transpersonal Service Learning II - 1.5 cr
This is the second of a two-semester sequence in which students apply and deepen their study of transpersonal psychology through service. This semester, students complete the service learning project begun in Transpersonal Service Learning I and complete a written paper integrating their learning with theory and research in their area of service and with understanding of transpersonal service. Online lectures, reading and discussion support this learning.

PSYT 754
Skills IV: Adult Development and Special Populations (Art Therapy Emphasis) - 3 cr
Students will learn to utilize a variety of 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: PSYT 704. MA only.

PSYT 763
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. MA only.

PSYT 764
Clinical Practicum (Art Therapy Emphasis) - 1 cr
This course will provide an opportunity for students to develop and put into practice basic art therapy and clinical counseling skills. Through a 45-hour practicum in area agencies or hospitals, students will learn how to formulate treatment plans and organize assessments. Emphasis is on developing and deepening observational skills that integrate both clinical knowledge and contemplative practice. Prerequisite: completion of first and second year art therapy and transpersonal counseling courses. MA only.

PSYT 770
Meditation Practicum II: Developing Compassion - 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: PSYT 621, Psychology of Meditation I and PSYT 720, Meditation Practicum I. MA only.

PSYT 772
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-feel experience. This experiential class will explore the principles of Hakomi and provide introductory practice with some of the techniques. MA only.

PSYT 775
Music Therapy: Special Populations - 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, prognosis 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: PSYT 625, Music Therapy: History, Theory and Practice. MA only.

PSYT 780
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
PSY 782
Approaches to Couples Counseling - 1 cr
Intensive two-day workshop on Imago Relationship Therapy Theory as developed by Harville Hendrix, author of Getting the Love You Want and Keeping the Love You Find. Both didactic information and experiential exercises will be presented, including concrete and effective tools for working with couples, such as 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. MA only.

PSY 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 (PSY 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. MA only.

PSY 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. Prerequisites: PSY 600, Child Development and PSY 780, Therapy with Children & Adolescents. MA only.

PSY 800
Field Placement I - 3 cr
The student works a total of 700 hours in community agency settings.

PSY 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. MA only.

PSY 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 PSY 801. Prerequisite: Permission of department. MA only.

PSY 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 internship such as ethics, therapeutic technique and style, transference and countertransference, professional issues regarding the organizational structure of mental health agencies and the supervisory experience will be examined. Students are expected to discuss personal and professional issues related to specific cases and explore ethical questions that may arise in their internship. Prerequisite: Must be enrolled in PSY 800, Field Placement I. MA only.

PSY 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 (6-8 sessions in length) and will regularly present case material and artwork to the class for discussion. Prerequisite: All Art Therapy and Transpersonal Counseling Psychology courses. MA only.

PSY 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 the issues 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. MA only.

PSY 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. MA 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. Prerequisites: Students must be currently enrolled in PSYT 800 and PSYT 850, Field Placement I, II. MA only.

PSYT 830e
Master's Paper Online I - cr
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 844
Internship Studio
Methods II - .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. MA 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 855. 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. MA 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. MA 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 intrapsychic and interpersonal responses to music. If this class is not successfully completed, both Professional Seminar I and II must be retaken together. Prerequisite: Permission of department. MA 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. MA 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 830/839e, 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. MA only.

PSYT 891
Family, Marriage and Couples Counseling - 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)
The majority of courses in this discipline are offered by the Religious Studies Department.

REL 155
Zen Meditation Practicum - 3 cr
Offered by Naropa College, 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. BA only.

REL 156W/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 made actual. The class will look at how this Zen paradigm—its teachings, practices and realization—can be a personal vision and part of professional contemporary psychology. Both BA and MA.

REL 157W/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, "vipasana," from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of \"noble silence.\" Both BA and MA.

REL 158W/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 BA and MA.

REL 158e/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 readings related to the lecture and meditation instruction from an experienced meditation student, both individually and in a group discussion. The online format will last five weeks, giving students a chance to make connections with practice while working with a meditation mentor.

REL 160/500
Meditation Practicum I - 3 cr
During this course, students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shhamatha-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, mid-term and final oral exams. Both BA and MA. E

REL 170/510
Meditation Practicum II - 3 cr
This course continues the instruction in meditation practiced 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. Both BA and MA. Prerequisites: REL 160, TRA 100, TRA 205 or PSY 215. E

REL 200
Introduction to Buddhism: Touching Enlightenment with the Body - 3 cr
Spiritual realization of \"enlightenment\" in Buddhism is not a disembodied state but a fully grounded and embodied experience of ourselves and our world, including our sense perceptions, our energy, our feeling and the totality of our lives. This course explores this fully embodied spiritual goal as well as the path that leads us there, examining the philosophical standpoint of Buddhism as well as its array of meditative practices. Special emphasis on contemplations of the body. BA only.

REL 210
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. BA only.

REL 212
Queer Theory, Feminism and Religion - 3 cr
Religion has conditioned our identities as male and female, straight and queer, in the areas of power, gender roles, personal identity and wisdom. Feminism and queer theory have sought to transform biases of patriarchy in a variety of ways—reviving the goddess, reshaping doctrines and revolutionizing institutions. How have these developments shaped and reshaped the spiritual subjectivities of straight and queer men and women in these traditions? This course will trace the historical evolution and cultural influences of patriarchy, feminism and queer theory in religious experience and vice-versa.
REL 240  
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 include a final paper. BA only.

REL 245  
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. BA only.

REL 250  
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 Chögyam Trungpa, Rinpoche. Special emphasis will be placed on the “mandala principle” as manifested in Maitri 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. BA only.

REL 252  
Contemplative Approaches to Social Action and Peacemaking - 3 cr  
This course 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 an in class a socially engaged community for collaborative learning and spiritually grounded activism. BA only.

REL 255W/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 BA and MA.

REL 258/547  
Monthlong Meditation Intensive: A Program of Buddhist Practice and Study - 1.5-6 cr  
This intensive, called a “teaching dathun,” 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. Other teaching dathuns may receive 1.5-6 credits also with prior approval of the department. Other non-teaching dathuns may receive up to 4 credits (1 credit per week). Both BA and MA.

REL 273/516  
Nepali Language: Sikkim - 3 cr  
This introductory course is designed to enhance and enrich the student's experience in Sikkim. The focus is on conversational skills and begins with an intensive study period in the first few weeks of the program. Both BA and MA.

REL 274/503  
Tibetan I - 4 cr  
This class develops a foundation in literary Tibetan and begins 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. Students should expect to study at least eight hours a week outside of class. Both BA and MA.

REL 277/507  
Sanskrit I - 4 cr  
This course provides an introduction to the classical Sanskrit language. The first year course includes developing a familiarity with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi) and learning the basics of Sanskrit grammar. In addition, in first year Sanskrit, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Both BA and MA.

REL 280/506  
Meditation Practicum: Sikkim - 1 cr  
An introduction to Buddhist meditation practice and how it relates to meditation in Sikkimese and Tibetan cultures. Naropa University faculty provides individual meditation instruction.

REL 281/508  
Meditation Practicum: Bali - 1 cr  
This course provides a practical introduction to Buddhist meditation. Talks and discussions on the principles of the contemplative arts supplement the meditation practice. Naropa University faculty provides individual meditation instruction.
REL 282/517
Contemplative Practices: Yoga and Meditation - 1 cr
Students receive instruction in yoga and meditation. In addition to group instruction, students meet individually with faculty to discuss the student's formal practice and ways to integrate meditation practice into the experience of daily life in South India.

REL 284/533
Tibetan II - 4 cr
This course is a continuation of Tibetan I. The second semester will continue the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach to developing varied oral, aural and written skills to produce an overall knowledge of the language. Prerequisite: REL 274/503. Both BA and MA.

REL 285/566
Tibetan Language: Sikkim - 3 cr
This introductory language course is designed to help the student deepen their experience in Sikkim. The focus is on conversational skills and begins with an intensive study period in the first weeks of the program.

REL 286/518
Indonesian Language I: Ball - 2 cr
This introductory course gives students conversational skills in Bahasa Indonesian, which allows for a deeper understanding of the culture and customs of Bali. The course begins with an intensive period of study at the beginning of the semester, followed by regular classes and exercises.

REL 287/537
Sanskrit II - 4 cr
This course is a continuation of Sanskrit I. Prerequisite: REL 277/507. Both BA and MA.

REL 310/529
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 BA and MA.

REL 312/585
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. BA, MA and MDiv.

REL 314/545
Contemplative Islam - 3 cr
An introduction to the beliefs, system and cultures of the Islamic World via an interactive approach. Emphasis will be placed on the traditional 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 oneness 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 BA and MA.

REL 321/535
Contemplative Judaism - 3 cr
This course is a contemplative study of the Jewish religion, based on the work of Moshe Chaim Luzzatto, a 17th century Kabbalistic philosopher, 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 Luzzatto. Both BA and MA.

REL 322/531
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. Prerequisite: REL 210 or permission of instructor. Both BA and MA.

REL 325/525
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 medievil mystics, now being emphasized by ecologist theologians, 2) the thought and practice of liberation theologians and its impact on the struggles of the Third World poor, feminists and gays/lesbians and 3) the work of Jesuit scholars to uncover radical messages of Jesus in his historical context. Both BA and MA.

REL 330/530
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 BA and MA.

REL 341e/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 Shamatha-vipashyana
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.
Relevant parallels with
contemporary psychology and
cognitive science will also be
indicated. Both BA and MA.

REL 342e/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 BA and MA.

REL 343e/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
enroll in the instructor's short
spiritual biography of themselves.
Both BA and MA.

REL 344e/515e
Buddhism and Social
Action - 3 cr
One of the core classes in the MA
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
culture of engaged spirituality.
While using traditional and
contemporary texts, this class will
also explore the nature of the
individual journey one makes in
order to engage social action from
a contemplative ground.
Community-based volunteer work
anchors this ground, allowing us to
experience our individual
understanding of "sacred view"
through a personal path of action.
Both BA and MA.

REL 345/540
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 teachings of
bodhidharma, the diamond sutra
and Dogen's Genji koso.
Both BA and MA.

REL 347e/527e
Buddha Nature: The Nature
of Enlightenment in the
Uttaratantra and
Mahamudra - 3 cr
One of Buddhism's most important
teachings is the doctrine of
tathagatagarbha, or buddha
care, which proclaims the
natural enlightenment of all
beings, and the importance of
uncovering this already present
enlightenment through penetrating
insight and meditation practice.
The philosophy propounded in the
Uttaratantra underlies the
teachings of the Mahamudra
tradition, one of the most
profound Buddhist lineages of
practice and accomplishment. This
course examines the relationship
of these two traditions through a
close study of a landmark treatise
by Gô Lôtsawa (1392-1481 A.D.)
and provides a rare opportunity
to study the basis of the Mahamudra
teachings in the Buddhist sutra
tradition. Prerequisite: Several
courses in Buddhist studies. Both
BA and MA.

REL 348
Buddhism in America - 3 cr
This course will survey the variety
of ways in which Buddhism
continues to influence
contemporary American culture,
and in turn be influenced by it. In
particular, we will explore the ways
in which Buddhism has changed
and adapted in the different
American Buddhist communities.
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 Buddhism and
American culture. Grading criteria
includes writing assignments,
final exam and term paper. BA only.
Prerequisite: REL 160, REL 240
or REL 245.

REL 349
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 (Nirayana and Mahayana)
and esoteric teachings and
practices (Vajrayana). In the course
we will also read an important
textual (The Tibetan Book of the Dead)
to give students a closer look at one
facet of the tradition. Grading
criteria include mid-term and
final exams. BA only.
Prerequisite: REL 160, REL 240 or
REL 245.

REL 360/512
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 social 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 EMA journey. Both BA
and MA.
REL 370/562
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 lead 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 BA and MA.

REL 375/553
Tibetan III - 4 cr
This course will continue to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Will also continue to develop student knowledge of spoken Tibetan. Prerequisite: REL 284/533. Both BA and MA.

REL 377/557
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 8,000 Lines), treating the Mahayana doctrine of emptiness, the Saddharmapundarika (The Lotus Sutra), one of the greatest of all Mahayana texts and the great life of the Buddha, the Buddhacarita. The homework lab and language lab form important parts of the second year program as well. Prerequisite: REL 287/537. Both BA and MA.

REL 380/509
Religious & Philosophical Foundations of India - 4 cr
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 and traditions they encounter in South India. Readings include the Bhagavad-Gita and selections from the Upanishads.

REL 381/528
Sacred Sounds of Sanskrit - 1 cr
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.

REL 384/526
Buddhist Traditions: Sikkim - 3 cr
This course provides an overview of Indian and Tibetan Buddhism, from historical, philosophical and cultural perspectives. Students learn the view and philosophy for the practice of meditation.

REL 385/583
Tibetan IV - 4 cr
This course will continue to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Will also continue to develop student knowledge of spoken Tibetan. Prerequisite: REL 375/553. Both BA and MA.

REL 387/587
Sanskrit IV - 4 cr
This course is a continuation of Sanskrit III. Prerequisite: REL 377/557. Both BA and MA.

REL 389
BA Colloquium - 1.5 cr
This course reviews religious studies as an academic discipline, with an emphasis on contemplative practice and ritual. Students examine religious traditions and phenomena encountered in their major study and reflect on the context from which they come. Special emphasis is placed on written and oral expression, integrative understanding and the relationship between religious traditions and personal spiritual journey. The semester concludes with the completion of the student portfolios for the major. BA only.

REL 489
BA Senior Project - 1.5 cr
A 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. BA only.

REL 499
Independent Study - 1-3 cr
BA only.

REL 600
MA 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. MA and MDiv.

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 in order to communicate effectively with others. Open to Engaged Buddhism and Master of Divinity students, all others by permission of instructor. MA and MDiv only.

REL 603
Tibetan V - 4 cr
This course will continue to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Will also continue to develop student knowledge of spoken Tibetan. Prerequisite REL 385/583.
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,
alignment, envisioning and strategic
planning skills. The semester will
include on-campus and field study
work. Other skills reinforced will
include deep learning, 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.
MA only.

REL 609  Mindfulness Instructor 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. MA and
MDiv 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
esential doctrines of the
Abhidharma, drawing on its classical
formulations as they are found in
schools such as the Sarvastivada,
Theravada and Yoga schools.
MA and MDiv only. Required for
History of Religions course
sequence.

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
adviser, students will select three
different weekends (from those
offered for credit) during the
course of the Engaged Buddhism
program. The courses should
complement the program’s vision
and be relevant to the student’s
journey. They will be taken on a
“pass-fail” basis. MA only.

REL 614  Mind & Its World I - 3 cr
An in-depth systematic exploration of
1) the many types of minds and
mental factors that arise and 2) the
objects that comprise the world
that mind experiences. Since
delusion and suffering arise with
respect to these, this study is the
basis for understanding our
experience, undoing delusion and
generating insight. MA and MDiv
or with permission of instructor.
Required for Tibetan Tradition
course sequence.

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
together 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. MA and
MDiv only.

REL 616  Process Lab I - 1 cr
This course is for a series of
small groups in which students
participate throughout their tenure
in the Engaged Buddhism
MA/Master of Divinity programs.
Emphasis is on providing support
for the students’ journey. MDiv,
taken concurrently with REL 602;\nEBMA, taken concurrently with
REL 615.

REL 620  Meditation Practicum II - 3 cr
This course continues the
instructor in meditation practice
begun in the fall semester,
emphasizing Mahayana practice,
including the generation of an
enlightened attitude (bodhi/citta),
the practice of the perfections
(paramitas), the training of the
mind (lojong) and the exchange of
affection (the self and other (tonglen).
Prerequisite: REL 602. MA and
MDiv only.

REL 624  Mind & Its World II - 3 cr
An exploration of the dynamics of
samatha and the path to liberation
as presented primarily in
Foundation Buddhism: Karma,
the twelve links of dependent
origination, rebirth, Buddhist
cosmology, stages of the path, the
nature of nirvana and so forth are
examined. The historical spread of
these teachings is also examined.
Prerequisites: REL 614, REL 628. MA
and MDiv only or with permission of
instructor. Required for Tibetan
Tradition course sequence.

REL 628  Studying Buddhism: Methods & Issues - 3 cr
Given its diversity, what constitutes
Buddhism? This course investigates
traditional guidelines for
understanding, interpreting and
arranging the diverse teachings
and practices of Buddhism.
Contemporary transformations and
interpretations of Buddhism also
are considered. Topics covered
include the role of lineages,
teachers, meditation, the use of
intellect, community, personal
experience and so forth. MA and
MDiv or with permission of
instructor. Required for Tibetan
Tradition course sequence.
REL 633
Tibetan VI - 4 cr
This course will continue to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Will also continue to develop student knowledge of spoken Tibetan. Prerequisite: REL 603.

REL 635
Meditation Practicum III: Maitri and Mandala - 3 cr
This course continues the Practicum sequence, emphasizing Vajrayana topics such as mandala 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 course. Prerequisite: REL 600 and REL 620 or permission of the instructor. MA or MDiv only.

REL 636
Maitri Community I - 3 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 contrasting 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. MA or MDiv only.

REL 637
Maitri Community II - 2.5 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. MDiv 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 psychosyatem approach to pastoral care and counseling, contemplative approaches to assessment and intervention strategies, developmental issues for individuals and families and grief, loss and bereavement as opportunities for healing. Open to Master of Divinity and Engaged Buddhism students who have taken, or are taking, REL 602. MA and MDiv only.

REL 645
Introduction to the Study of Religion - 3 cr
This course examines a variety of methodologies that have been and continue to be used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myths and ritual, sacred image, word, space and more, we explore the writings of scholars who have drawn on phillosophical, sociological, comparative, feminist and post-modern methodologies. The aim of this course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, Eliaéa.

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 exists in its Indian homeland, in greater Asia, and now in the West. This course explores the history and meaning of the Buddha, the founder of Buddhism, in both historical and 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 examination of the basic principles of Buddhist community, or the sangha. MA and MDiv only. Required for History of Religions course sequence.

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 intergenerational. 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. MA and MDiv only.

REL 650
Dathun: Monlhang Meditation Intensive - non-credit
A monlhang meditation pracitcum (dathun) of intensive daily group meditation in which students practice shamahe-vipashyana (following the Tibetan tradition) with the guidance of trained meditation instructors. This training provides direct insight into the nature of the Buddhist teachings on a personal level. A non-credit requirement for the MA degree in Indo-Tibetan Buddhism. MA and MDiv with Language, Engaged Buddhism and the Master of Divinity degree. It is highly recommended that students complete their dathun by the winter break between the fall and spring semesters of their first year, but no later than the summer following their first year.

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 an established contemplative center in a faith 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. Choice of retreat to be approved by dept. beforehand. MA only.

REL 652
Surfacing the Voices: The Practice of Community - 3 cr
Building on REL 615, this course takes a systems view of work, 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 marginalization. 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. MA and MDiv only.

REL 653
Self & No-Self: Analytical Meditation & Experience - 3 cr
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a “self” and analyzing this “self” using analytical meditation. Does it exist or is it just an emotionalized fabrication? Prerequisites: REL 614, REL 628, MA and MDiv or with permission of instructor. Required for Tibetan Tradition course sequence.

REL 654
Process Lab II - 1 cr
This course is a continuation of REL 616. MDiv, taken concurrently with REL 615; FBMA, taken concurrently with REL 652.

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 projects designed to address significant social issue 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. MA only.

REL 661
The Second Turning of the Wheel: Emptiness and Compassion - 3 cr
This course explores the philosophical view, meditation, practice and compassionate action of the bodhisattva path, as expressed in the Mahayana Buddhist “second turning of the wheel of dharma.” Discussion of the view will be based on key Mahayana sutras such as the Prajnaparamita, the Vimalakirti, etc. The meditation practice and compassionate action of the bodhisattva will be explored in “path” texts such as Santideva’s Bodhicaryavatara, Gampopa’s Jewel Ornament and Asanga’s various works. MA and MDiv only. Required for History of Religions course sequence.

REL 682
Madyamakas: The Teaching of Emptiness - 3 cr
The Mahayana Buddhist teachings on emptiness, shunya, point out that the nature of reality is beyond conceptual mind or any other reference point. The great mahayamaka 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. MA and MDiv. BA by permission of the instructor. Required for History of Religions course sequence.

REL 705
The Mind Only School - 3 cr
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation will be used to explore this process of conceptual and emotional projection and how we might transform it. Prerequisites: REL 614, REL 628, REL 652, REL 653. MA and MDiv or with permission of instructor. Required for Tibetan Tradition course sequence.

REL 709
Mindfulness Instructor 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. MA and MDiv only.

REL 710
The Third Turning of the Wheel - 3 cr
An examination of the most important perspectives, ideas and practices of the Third Turning orientation of the Yogacara which emphasizes meditation and the dynamics of emptiness. Our study will include reading from core sutras such as the Samdhinirmocana, the Lankavatara
and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu and others. Our understanding will be illuminated by modern interpretations of both Asian and Western scholars. MA and MDiv only. Required for History of Religions course sequence.

REL 712  
Applied Theology I - 2 cr  
This course is in support of MDiv student fieldwork during the summer semester. MDiv only.

REL 720  
Buddha Nature & Shentong Traditions - 3 cr  
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within them but that are presently blocked from view by their obsessions. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Prerequisites: REL 614, REL 624, REL 630, REL 653, REL 701, REL 705. MA and MDiv cr with permission of instructor. Required for Tibetan Tradition course sequence.

REL 728  
Process Lab III - 1 cr  
This course is a continuation of REL 654. MDiv only. To be taken concurrently with REL 652.

REL 742  
Buddha Nature - 3 cr  
The Buddha-nature or Tathagatagarbha teachings are 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, MA and MDiv only. BA with permission of instructor. Required for History of Religions course sequence.

REL 747  
Master of Divinity  
Fieldwork - non-credit  
The CPE (Clinical Pastoral Education) Internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, discussion, 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. MDiv 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. MDiv only.

REL 751  
Buddhism in Tibet - 3 cr  
This course will trace the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention will be given to the various roles of Nalanda, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention will be paid to Tibet's unique contributions to Buddhism. MA only. Required for History of Religions course sequence except not for MDiv.

REL 752  
Integrative Community Seminar - 1 cr  
This class will provide closure for the EBMA student journey, through presentations of significant program learning and summative process reflections. Students will serve as instructors for each class, preparing the presentation and facilitating the discussion. EBMA only.

REL 760  
Vajrayana Texts - 3 cr  
This course explores selected literature of the Vajrayana Buddhism in Tibet, from its inception in the 7th century until the Tibetan diaspora in 1959, with emphasis upon the specific methodologies necessary for study of an esoteric tradition. Readings from several genres include biographical and sacred histories, realization literature and meditation manuals. A section of the course will address Tibet's unique teachings on the dakinis, or feminine goddess figures and their western interpreters. Through studying dakinis tradition and lore, we will examine the challenges of interpreting symbols and iconography in religion, especially when they are gendered, with applications cross-culturally. MA and MDiv only. Required for History of Religions course sequence.

REL 762  
Applied Theology II - 1.5 cr  
For third year MDiv students, this class will provide ongoing instruction, direction and guidance for student fieldwork occurring primarily within the Naropa community. Students and
instructors will meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency.

**REL 768**
Process Lab IV - 1 cr
This course is a continuation of REL 728. MDiv only.

**REL 779**
Inter-Religious Dialogue - 3 cr
In the last two decades, inter-religious dialogue has become an essential element in Western religion and theology and a fundamental tool for the chaplain. This course introduces the student to the creative potential of dialogue for expanding one’s theology and ability to communicate effectively and compassionately across the American religious spectrum. Special emphasis will be placed on Buddhist-Christian dialogue. After developing savvy with views of dialogue, students will learn essential skills and protocols applicable to a variety of dialogue settings. Classes will also include dialogue practice workshops. MA and MDiv only.

**REL 780**
Meditation Practicum IV: Mudra Space Awareness - 3 cr
Space can seem hostile or benevolent, seductive or enriching. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by neurosis or heightened by openness. This course further builds on space awareness teachings of Chögyam Trungpa Rinpoche, combining mudra theater exercises with maitri practice. The specific exercises offer a means for developing an appreciation of one’s self and others in the context of an active, changing space. Prerequisite: Meditation Practicum I, II, III or by permission of instructor. MA only.

**REL 800**
MA Indo-Tibetan Buddhism Colloquium I - 1.5 cr
This course constitutes a critical review and culmination of the Buddhist studies graduate student’s study at the university and revives around preparation for the comprehensive exam taken in the spring of the second year. MA only.

**REL 803**
MDiv Research Methodology - 1.5 cr
This course will provide students with an overview of research methodology and applied theology in preparation for the MDiv culminating project. MDiv only.

**REL 805**
Theological Colloquium – 2 cr
The purpose of this course is to enable MDiv students in their final year and heading toward the comprehensive exams to gather together. The course aims to accomplish several things: Discover the Religious Studies/Buddhist Studies community that they form; prepare for the written and oral comprehensive exams that will occur at the end of the spring term; integrate the various strands of study, meditation and contemplation, inner work and practical engagement that take place within our department; enjoy and celebrate the learning journey that students are in the process of completing.

**REL 809**
Mindfulness Instructor Training III - 1 cr
Last in a three-course series focused on 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 will be on interfaith contexts, working with people and practices from other faith traditions and articulating the Buddhist and Shambhala 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 meditation practice and mentorship. MA and MDiv only.

**REL 815**
Biblical Texts I: The Old Testament - 1.5 cr
The Old Testament introduces the chaplain-intern to the Judeo-Christian world in an intimate, varied and sophisticated manner. This course surveys the texts of the Pentateuch, the Prophets (both former and latter), and the Writings. The Bible is introduced as the literary expression of the religious life of ancient Israel, and the text study is informed by Biblical criticism, historical context, and cultural setting. Additional attention will be paid to religious uses in a chaplaincy setting. MDiv only.

**REL 825**
Biblical Texts II: The New Testament - 1.5 cr
The New Testament introduces the chaplain-intern to the foundations of Christianity in its formative years. This course explores the Gospels (Synoptic and Johannine), Acts (church history), the Letters (Pauline and others) and the Apocalypse. The Bible is introduced as the literary expression of the new covenant, and the text study is informed by Biblical criticism, historical context and cultural setting. Additional attention will be paid to religious uses in a chaplaincy setting. MDiv only.

**REL 850**
MA Indo-Tibetan Buddhism Colloquium II - 1.5 cr
This course is a continuation of the REL 800 and culminates in comprehensive exams. MA only.

**REL 853**
Theological Thesis - 3 cr
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

**REL 880**
Comprehensive Exam - non-credit
MA and MDiv only.

**REL 884**
Master of Divinity Thesis/Project - non-credit
MA only.

**REL 885**
Master’s Project - non-credit
MA only.
REL 886
Extended Master's Project - 0.5 cr
Students who have not completed the master's project may qualify for an extension of the master's project semester. For more information please see "Special Student Status" in the Student Handbook. May be repeated. MA and MDiv only.

SBE 399
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. BA only.

SOCIAL SCIENCES (SOC)

The courses in this discipline are offered by Naropa College.

SOC 130
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 we each possess. BA only.

SOC 200
Identity & Representation: Race, Class & 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, poetical 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 attendees may remain for the discussion at the discretion of the instructor. BA only.

SOC 202
Orientation Peer Leadership Training - 3 cr
This course provides a unique opportunity for current students to learn lifelong skills and co-create an intimate community by helping new Naropa students begin their journey. Prior to fall orientation, students will become skilled at communicating and group facilitating, building intimate communities, discussing diversity issues and activity planning. Upon completion of training, students serve as paraprofessional staff, called Orientation Peer Leaders, and facilitate groups of new students for one week by providing support, resources and activities during their transition.
SOC 230
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 peacemaking skills such as active listening, dialogue and negotiation as we move into the larger community to practice these skills in the Boulder County restorative justice programs. BA only.

SOC 280
Contemplative Approaches to Social Action and Peacemaking - 3 cr
See REL 252 for description.

THEATER (THR)
The courses in this discipline are offered by the Performing Arts Department.

THR 111/511
Performance Practicum - 3 cr
This class will focus on different areas of 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 140/500
Acting Foundations I - 3 cr
The only reason to perform on the stage is to illuminate some facet of human experience, whether by eloquence, passion or prettiness. 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 improvisation 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 nobody has to take it for the sake of those who will watch. The last class will be a performance.

THR 150/525
Acting Foundations II - 3 cr
Everybody is an actor. Whatever our field of study, to keep from becoming rigid or stuck, we need to practice mental and physical flexibility and we need safe places where we can express ourselves fully. Everyone is an equal player in this exploration of authentic creative expression. We study presence and stage fright, intensity and relaxation, form and spontaneity. We will do some "acting" plays, monologues, improvisations. We will read three plays and visit a local production. Our goal is to create a living ensemble of players who can tackle any idea or story with commitment and creative zest. Both BA and MA.

THR 289/589
Spring Project - 3 cr
This studio class will create a performance to be showcased either in greater Boulder or on campus during the Spring Concert. The nature of the final piece will be decided by the class. It could be anything from a series of solo sketches, to a full-scale rendition of an existing play, to a piece of street theater. The goals of the class are to give students of all disciplines a chance to create work from a variety of media and techniques, to offer these contemporary visions into the making of a living performance world and to build community and ensemble skills through playing together. Both BA and MA.

THR 255/550
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 artistly clarified. The class is performance oriented requiring regular presentations and two one-page papers. Both BA and MA.

THR 230/530
Media Studies: Special Topics - 3 cr
This course brings a different master teacher from the theatrical arts onto the Naropa campus each fall. 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 a experienced peer. Thier of the medium. Different acting methods or performance styles may also be featured. Both BA and MA.

THR 499
Independent Study - 1-3 cr

TRADITIONAL EASTERN ARTS (TRA)
The majority of courses within this discipline are offered by the Traditional Eastern Arts Department.

TRA 100/500
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 Warriorship, 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 BA and MA.
TRA 103
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, a plethora of interpretations about what yoga is and how it should be practiced has emerged. This class offers a broad understanding of yoga. We will investigate traditional principles of yoga philosophy and asana practice. We will also explore a more contemporary perspective, through dynamic explorations of movement and breath. This class offers a diverse and insightful experience of yoga practice. BA only.

TRA 105/505
T'ai-chi Ch'uan: Level I - 3 cr
The first third of the form is introduced. The philosophy/theory of T'ai-chi Ch'uan is discussed. The basic principles of relaxation, body-upright, movement initiated from the center or “tan tien,” separation of yin and yang, and developing a soft and sensitive hand are emphasized. Both BA and MA.

TRA 110/510
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 uke-ni, 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 BA and MA.

TRA 113/513
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 materials fee. Both BA and MA.

TRA 114/514
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; svaras - 7 goddess tones, the notes from which all traditional scales are derived; raga - 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 Brahman [sound is god], etc. All students will play the tambura, a stringed drone instrument. Both BA and MA.

TRA 120/520
Ikebana - 3 cr
Sogetsu School, in conjunction with Kalapa Ikebana School, presents this special course on Japanese flower arranging, Kyoko Kta, Sensei, is one of the foremost Ikebana teachers in this country. Emphasis is on Ikebana as a contemplative or “dharma” art, using the discipline of the Sogetsu School as a basis. There is a $25 materials fee. Both BA and MA.

TRA 130/532
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. T'ai-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 BA and MA.

TRA 133/515
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), jnana yoga (deep relaxation practices) and dharana yoga (meditation practices). Both BA and MA.

TRA 200/580
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 in many other cultures that cultivate wisdom and human dignity. These traditions are referred to as warrior cultures, not because they were war, but because of the bravery necessary to realize the potential dignity and wakefulness inherent in all human beings. As we explore Shambhala, Native American, African/Shaman and Japanese cultures, students will examine what unites them as warrior wisdom traditions. There is a $7 materials fee. Both BA and MA.
TRA 210/530
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 BA and MA.

TRA 219
The Tao: Lao Tzu, Confucius and the I Ching - 3 cr
The course covers Lao Tzu and the philosophy of Taoism he spawned; Confucius and his philosophy; and the I Ching, the integration of Taoism and Confucianist ideals. These philosophies will be studied 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 that it can be taught easily to the ill and elderly. BA only.

TRA 220/540
 Ikebana II - 3 cr
This class offers further exploration and in-depth study of the principles and practice of Ikebana. Both BA and MA.

TRA 233/535
Yoga II - 3 cr
This class extends the student’s awareness and skills further. The students learn more advanced breathing practices (pranayama), concentration practices (dharma), meditation (dhyana), internal and vocal sound (manta) and more of yoga’s rich literature and philosophy. A daily home practice is required. Preerequisite: Yoga Level I. (Beginning Yoga does not prepare one for this class) Permission of instructor is required. Both BA and MA.

TRA 260/560
Mudra Space Awareness - 3 cr
Space can seem hostile, benevolent, seductive or enriching. Our perceptions are colored by neurosis and are 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 Rinpoche, the maatri 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 BA and MA.

TRA 305/545
T’ai-chi Ch’uan: Level III - 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 BA and MA.

TRA 310/550
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 begin to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. When the class is taken in spring, weapons: bokken and tanto are added to intensify the empty hand practice. Readings, reflective writing, attending seminars all are required to further the students’ development. Both BA and MA.

TRA 333/555
Yoga III - 3 cr
In this class students begin working with the charakas (inner energy vortices) and the energies that flow through them. The program of practice (buddha) 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 semesters of Level I, one semester of Level II and permission of the instructor. Both BA and MA.

TRA 342/542
T’ai-chi Ch’uan Summer Camp - 1 cr, OOR
The t’ai-chi ch’uan summer camp is an annual five-day retreat/community environment. T’ai-chi classes are held three times a day, twice in the mornings and once in the afternoons. All levels of t’ai-chi, beginning as well as advanced, are taught. Periods of sitting meditation will be interspersed with the t’ai-chi form classes throughout the day. For more advanced practitioners, there will be push hands and sword. Both BA and MA.

TRA 399
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 is studied. The student and teacher meet in the beginning, middle and end of the semester. Program students only.

TRA 405/565
T’ai-chi Ch’uan Level IV: Push Hands - 2 cr
Push hands, the two-person t’ai-chi ch’uan exercise, is the most immediate practical application of the t’ai-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 BA and MA.

TRA 410/570
Aikido IV - 2-3 cr
This course is a continuation of TRA 310. Prerequisite: TRA 310 or permission of the instructor. Both BA and MA.
TRA 433/575
Yoga IV - 2-3 cr
This is a continuation of TRA 333. Prerequisite: TRA 333 or permission of the instructor. Both BA and MA.

TRA 453
Yoga History, Theory & Philosophy - 3 cr
Yoga is one of the six classical "outlooks on the nature of being" (Satt Darshan) of Hinduism. Yoga has a 5000-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 saucha (cleanliness) to santosha (contentment). Both BA and MA.

TRA 455/585
T'ai-chi Ch'uan Level V: Sword Form - 1 cr
The t'ai-chi ch'uan sword is a practice that further extends the principles of integrated movement, relaxation, balance and chi'li while relating to an external object. This could be a brush, as in the realm of calligraphy and painting, or, in this case, a sword. The sword is not wielded by using muscle and physical strength, but by using the body's natural structural and dynamic characteristics and the forces that operate in the environment. By permission of the instructor, for students who have previous experience studying t'ai-chi ch'uan form and push hands. Taught during summer only. Both BA and MA.

TRA 463/512
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 meditation traditions. Both BA and MA.

TRA 489
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 following courses are offered through Naropa University's Extended Studies department or out of residence (OOR).

T'ai-chi Ch'uan Levels VI-VIII - 2 cr each, OOR
Students will further their understanding of t'ai-chi ch'uan principles and integrate them deeper into their practice of forms and applications (push-hands or tai shou and sword). There will be readings of the t'ai-chi ch'uan classics and other related literature, discussions and reflective writing during informal community gatherings. Students will be asked to keep a journal to track their progress. Both BA and MA.

Qi Gong - 1 cr
Qi Gong (or Chi Kung) is an ancient Chinese system of self-cultivation developed specifically as a means by which each individual may take full personal responsibility for protecting health, promoting vitality and prolonging life, while cultivating spiritual awareness and insight. This class is offered through the School of Extended Studies throughout the year. Both BA and MA.

Aikido Seminars - 5 cr each, OOR and Summer Trainings
- 1 cr, OOR
These seminars with Saotome 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 BA and MA.

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 students an opportunity to integrate materials presented in yoga levels I, II, III. Retreats will constitute an in-depth exploration of breath, movement and consciousness, coaxing 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 BA and MA.

WRITING AND POETICS (WRI)

The courses in this discipline are offered by the Writing and Poetics Department.

WRI 207
Creative Writing for Non-Majors - 3 cr
This course is designed and led by two Naropa Writing and Poetics MFA students under the guidance of the Writing & Poetics faculty. It meets twice a week. Students will 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. BA only.
WRI 215
Poetry Workshop: It Happens Almost Everywhere - 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 poems 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. BA only.

WRI 225
Poetry Workshop: Rhapsodic Waifs Once Heard in the Madhouse - 3 cr

WRI 255
Literature Seminar: The Poet, the Alchemist and the Wardrobe - 3 cr
Annie Waldman and Allen Ginsberg, who founded the Jack Kerouac School of Disembodied Poetics at Naropa in 1974, emerged as artists within a multigenerational network of mentors, friendships, spiritual kinships and cross-genre collaborations with roots in late Romantic and Modernist trends. The class traces the aesthetic roots of this literary constellation, relating affiliated writers and movements to their larger historical contexts. The class is team taught by Kerouac School faculty. Lectures on cultural-historical contexts alternate with presentations on particular writers. The second session of the week is spent discussing readings.

WRI 265
Prose Workshop: Introduction to Fiction Writing - 3 cr

WRI 310A
Reading & Writing: Fictions - 3 cr
Through lively examination of seminal works of fiction that have appeared over the centuries, we will attempt to come to terms with the extraordinary variety of what gets called fiction—The Tale of Genghis, The Death of Arthur, Gargantua and Pantagruel, Don Quixote, Mrs. Dalloway, The Making of Americans, In Our Time, Berg, Dhalgren, The Intuitionist—with a view to contextualizing and informing our own work. In-class exercises, writing assignments, workshop segments will complement our discussion. Open to BA writing and literature students only. Others by permission of the department.

WRI 310B
Reading & Writing: Shapes of Thought - 3 cr
The exercises and assignments in this workshop are designed to turn your attention more and more finely to shapes that ear, thought and feeling can find in language to make lively poems. As practicing poets, we will train our ears and tongues in measures and patterns used successfully and bring them to our own verse, expanding range and technique. Readings from a sourcebook of contemporary and historical poems and views of poets will accompany the assignments and serve as models. Both readings and creative work will be assigned each week. Open to BA writing and literature students only. Others by permission of the department.

WRI 315
Writing Workshop: Czech Republic - 4 cr
This ongoing writing workshop uses creative writing as an investigative tool for students to explore their understanding and experience of Czech culture and society. Students will develop and sustain a daily writing practice, design and curate a weekly reading series and produce a finished body of creative work by the end of the semester. Students will investigate memory, narrative, collaborative forms, imagination, performance text, sound, dialogue and point of view.

WRI 320
Writing Poetry: Finding Your Fire - 3 cr
Where does inspiration come from? An eclectic collection of the poems and texts of twelve very distinct poets will be introduced, read, discussed and drawn on for inspiration. While class members take turns reading from various texts, the rest of the class will participate in an automatic writing exercise. This "wall of words," will become the material for a rough draft that will contribute to the making of each student's poems. A final portfolio of completed poems will be required. Open to BA writing and literature students only. Others by permission of the department.

WRI 321
Writing Fiction: Variations on the Form - 3 cr
Texts will be read from writers working in unusual formats, and students will write stories based on unconventional story forms, separating the components of "story" into exercises. This is intended to expand the students' sense of form and to open possibilities for new approaches and writing. BA writing and literature students only. Others by permission of the department.

WRI 322W/702W
Poetry Practicum: Rhizomatic Poetics - 1 cr
A weekend practicum designed to get the writer's mind and energy moving. We will engage in two days of "experiments of attention," as well as engage in a discussion of current hot topics on the "literary/poetic" landscape. A ten-page manuscript: of creative work and a brief "statement of intention" or of "poetics" (a sense of lineage and purpose) will be required in order to receive a passing grade. Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 326W/702W
Poetry Practicum: Small Press - 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 and magazines? How do you put together submissions and cover letters? At least one current journal or press editor will appear as a guest speaker. There will be show and tell, hands-on study and collaborative exercises focused on practical skills. Open to writing &
literature and writing & poetics students only. Others by permission of the department.

WRI 327W/704W  
Prose Practicum - 1 cr  
TBA

WRI 329W/608W  
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. Students will design and submit two syllabi. Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 330W/708W  
Writer's Practicum: Writing in Performance - 3 cr  
"The Actor is An Athlete of the Heart" (Artaud). This is a weekend for writers to reclaim "action" for their writing, to design words to be spoken out of their own & each other's mouths. We will read amongst cross-genre texts, Gertrude Stein plays and operas, indigenous ritual happenings, and write our own pieces with attendant inter-arts complexities. Music, visuals, vocalizations and some "theory" will be brought into the mix. Bring full tenures to class and a Shakespeare monologue. Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 368  
International Service Learning Practicum - 1-2 cr  
With the assistance of Naropa University faculty, students will share their creative process and craft with the local community by leading poetry workshops for children of widely varied backgrounds at an International school in Prague. Students are responsible for documenting their projects through a critical paper and evaluation of their field experience, as well as an optional performance.

WRI 375  
Contemporary Czech Lit. - 3 cr  
Students survey a range of contemporary Czech literature in translation, as well as explore new directions in Czech writing and poetics. This course introduces significant poetry, drama and prose works by Czech artists of the second half of the 20th century, and examines the literary and cultural elements that distinguish work by these writers.

WRI 380/722  
Eco Literature - 3 cr  
"Ec" means "house": our larger house has come to be the whole sphere. Students will study and write poetry and prose that directs attention to surroundings, especially those called nature. Authors investigated will include such precursors as Rousseau, Wordsworth, Coleridge, Muir and Audubon. We will focus on contemporaries: Rachel Carson, Edward Abbey, McClure, Snyder, Sanders, Edward Hoagland, Wendell Berry, Annie Dillard, the Vonneguts of Galapagos and others. Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 382/602  
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 press and proof press using distributable type, fine handmade papers, links 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 writing & literature and writing & poetics students only. Others by permission of the department. There is a $33 materials fee, paid with tuition.

WRI 383/622  
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 writing & literature and writing & poetics students only. Others by permission of the department.

WRI 408  
Reading & Writing: What A Character - 3 cr  
This workshop focuses on student writing, concentrating on how character is created out of Habitual Actions, Intentional Actions and Gratuitous Actions in the American Short Story with short specific assignments. The student writing will occupy half the class time. Lorrie Moore, Joyce Carol Oates, Flannery O'Connor, Debbie Ann Mason, Tim O'Brien, Grace Paley, Raymond Carver and Eudora Welty and scenes from What's Eating Gilbert Grape, Reservoir Dogs and To Die For provide techniques for character work. Open to writing and literature students. Others by permission of the department.

WRI 410  
Writing Poetry: Writing the Poems - 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'll look at and discuss the work of both modern and postmodern authors along with participants' writing. This is a workshop, i.e. a place of production, where constructive advice on the works produced by the participants is given both by the instructor and by other participants. Students will bring work to class every week. Open to writing and literature students only. Others by permission of the department.
WRI 428
Writing Fiction: Technique and Tactics - 3 cr
In this course, via writing exercises, reading assignments, discussion of our own work and that of others, we will take a survey of the multiple angles of attack that can be used in addressing the problem of crafting works of fiction. We will take classic as well as contemporary authors as our models as we move forward with our work. Attendance and participation in class discussion and exercises will be highly emphasized in determining final grades. Open to Writing & Literature students only. Others by permission of the department.

WRI 431/725
Expository Essay - 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 and many others, as well as model essayists from the "Beats" such as Allen Ginsberg, Jack Kerouac and William Burroughs. Each student will learn to recognize and correct his or her own error patterns, including grammar and punctuation. Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 433A/645A
Literature Seminar: 20th Century European Poets - 3 cr
A reading of significant 20th century poets from various European countries and languages (Apollinaire, Rilke, Mayakovksy, Lorca, Akhmatova, Sodergren, Salzmann and others), with an emphasis on the poets featured in The Random House Book of Twentieth-Century French Poetry edited by Paul Auster. This is a required text. The class will discover and discuss cross-cultural influences by these writers on their American colleagues (from William Carlos Williams to Alice Notley), Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 433B/645B
Literature Seminar: Classical Modernism - 3 cr
In this selected survey course, we will read and discuss innovative stylistic technique in novels and poems from ca. 1910 to 1930. Writers whose works will be covered include Gertrude Stein, Ezra Pound, Jean Toomer, T.S. Eliot, William Carlos Williams, Langston Hughes and Marianne Moore. The final third of the term will be spent on a close reading of James Joyce's Ulysses. Accompanying the primary texts will be essays by the above authors and others. Requirements will include response papers and a substantial final paper on an aspect of Ulysses. Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 433C/645C
Literature Seminar: Tracks Along the Left Coast - 3 cr
West Coast writings from the 1920s until today. After a glance at California's Pacific Rim culture, we will focus on three distinct but overlapping literary scenes: San Francisco Renaissance, West Coast Beat and Language poetry. Distinct from the New York "culture center," Bay Area arts have a distinct flavor—Asia more than Europe as outside influence; wilderness and aboriginal cultures as central, long-term intermingling of Native American, Spanish, Anglo, Afro and Asian peoples. Jazz, rock, Zen, Gnosticism, letterpress printing and visual arts of the San Francisco Renaissance are all in the experimental mix. Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 435/735
Trends in Contemporary Literature: Introduction to Feminist Criticism - 3 cr
The class is primarily concerned with philosophical feminism of the post-Second World War period. What is a woman? Is femininity definable? What have been the consequences of variously addressing these questions? How do race, class and sexuality figure in feminist thought? What has been the impact of feminist thought on the academy, the literary arts, popular culture and politics? Readings bring psychoanalytic theory, linguistics, literary criticism, gender theory, queer studies, cultural studies and postcolonial studies to bear on these and related questions.

WRI 442/630
Practice of Translation - 3 cr
This is a workshop based on the idea that "translation" equals "transformation." How do the choices one makes in vocabulary, style, conceptual approach, when one writes anything at all, "translate" one's thoughts into words, affect the results? How does one know that the literature in translation one reads is an accurate reflection of the original? The class will be reading The Craft of Translation (Biguener and Schulte) and Nineteen Ways of Looking at Wang Wei, (Weinberger
and Paz). Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 445/655
Trends in Contemporary Literature: Intro 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 spring semester. Open to writing & literature and writing & poetics students only. Others by permission of the department.

WRI 475
BA 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 pages) and a work of original scholarly research (15–20 pages). This course serves as a workshop for these final projects, offering guidance and reflection from the initial phases, through brainstorming, research strategies, revisions and 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&P Office). Open to BA writing and literature students in their final semester only.

WRI 481/781
Project Outreach - 2–3 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 writing & literature and writing & poetics students only. Others by permission of the department.

WRI 600e
The Beats and Other Rebel Angels - 3 cr
A study of the history of the “Beat generation” with special emphasis on the writings the writers of this phenomenal era produced. Students will use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassady, Peter Orlovsky, Diane DiPrima, John Wieners, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Lew Welch, Lenore Kandel, Philip Whalen, Rob Kaufman, Michael McClure, Gary Snyder and others. Students will write their own visions in the multiple forms taught us by these courageous writers.

WRI 610A
Practice of Poetry: The Poem & The Journal - 3 cr
The journal as literary form. Participants will keep daily entries of thoughts, experimental writing, gestures, observations, conversations, readings, dreams and concerted study. Reading an array of journals and chronicles beginning with the Japanese (who have practiced the genre as profoundly creative for centuries) we'll get an overview of how humans shape their raw material into elegant composition. Questions: What makes a Journal shapely? How have others composed cross-genre work on the edge of poetry, essay, fiction and autobiography? Readings in Basho, Sei Shonagon, Joanne Kyger, Hannah Weiner, Gary Snyder and others. Open to MFA writing and poetics students only.

WRI 610B
Practice of Poetry: Lyf So Short, Craft So Long - 3 cr
We will improvise after reading poems chosen on the basis of features that recommend them as models of particular types of verse form and content. The emphasis in this workshop will be the exploration of ways in which speech may be torqued by the line and marked features in language to excite and disturb sound and meaning. Readings will be varied and cover a wide range of forms, from traditional ballad to poet's plays and irregular serial forms. A sourcebook of contemporary and historical poems will be our text. Readings and creative work based upon them will be assigned each week. Open to writing & poetics students only.

WRI 613A
Creative Reading & Writing: Land Art - 3 cr
In the 1940s, William Carlos Williams embarked upon a poem of place in which a city might be seen to mirror the forms of a man's mind, and the Modernist classic Paterson was born. In this course, we will consider the poetics of place: how an artist, particularly a writer, and his or her work is influenced by and interacts with particular loci, real or imagined. Conversely, we will consider how some art has changed the place in which it was made. What forms of dialog with the environment are possible? Open to Writing & Poetics students only.

WRI 613B
Creative Reading & Writing: Histories - 3 cr
Historical figures like Herodotus, Hannibal, Jesus of Nazareth and Calamity Jane have all served as energy nodes around which writers have built significant works of prose. In this course we will examine texts like Michael Ondaatje's Coming Through Slaughter, Marguerite Yourcenar's Memoirs of Hadrian and W.G. Seabold's The Rings of Saturn as part of an exploration of that prose which, if we can kick awake that poor overworked pearl, posits the historical as its grain of sand. At the same time, students will bring in their own writings for consideration and helpful critique. Open to MFA writing and poetics students only.

WRI 621A
Practice of Fiction: Toward Accumulating a Larger Text - 3 cr
In this class the focus will be on accruing, through episodes and exercises, the first draft of a larger text, a novel or novella. The work will begin in this class and move through outlines and specifics toward the first draft of a book length manuscript. Note: we will not be working with novels you may already have in progress. It is essential that everyone in the class be working simultaneously with the same specific underlying principles. Required books will be on the syllabus and announced at
the first class. Open to MFA writing and poetics students only.

WRI 621B
Practice of Fiction: Building Blocks - 3 cr
We will review fiction and nonfiction prose basic using a multi-genre approach, including short stories, dramatic dialogue and filmscripts. We will explore narrative strategies for multi-tracked POVs. Authors include Alice Munro, Sam Shepard, Dagoberto Gilb and Jamaica Kincaid. Dialogue segment will consider issues of gender, ethnicity and social class. Professional segment will discuss publication agents, editorial practices. Half the workshops will be given to critique of student writing; the other half to brief assignments and to getting past second drafts of the manuscripts. Open to MFA writing and poetics students only.

WRI 632e
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).

WRI 634e
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.

WRI 639e
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.

WRI 657
Creative Reading and Writing: Memoir / Anti-Memoir - 3 cr
In this course we will read contemporary memoir: memoir as method of traveling between representations of the self, autobiography that veers from confessionalism, documents that take as their subject the complications of the body (an I), negotiating with a history, or family (you are). In our own writing, we will try to write an I that is both a conversation with assigned texts and a method to dissolve the assumptions about the making of a self on paper. Open to MFA writing and poetics students only. Others by permission of the department.

WRI 641e
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.

WRI 684e
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.

WRI 700A
Writing Pedagogy Seminar: Composition and Writing Center Theory - 2 cr
Required for graduate students selected to staff the Naropa Writing Center. In this course we'll study the latest writing pedagogy 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 strengthen our own skills. Successful completion of this course enables Writing Fellows to staff the NWC in the spring while they take WR 700. Applications are available in March from the NWC and are due in July. Open only to graduate students hired to work in the NWC.

WRI 700B
Writing Pedagogy Seminar: Theory of Teaching Creative Writing - 3 cr
This course will be approached with an interdisciplinary lens, viewing critical and poetic theory with composition and creative writing pedagogy as an intertwined concentration. We'll study the history of teaching creative writing to understand the context of the discipline; examine critical and poetic theory to understand how writing has been viewed and how these axioms, manifestos and concepts inform our beliefs about aesthetics, conventions and practices; then focus on the classroom by investigating various teaching practices. Through this
Investigation, we will become aware of the assumptions we make about teaching to develop ethical and informed pedagogical approaches to the discipline.

WRI 705
Writing Pedagogy Practicum - 2 cr
Required for Writing Fellows 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 investigating the practice of effective consulting. In addition to our inquiries, we'll expand the services we provide by developing materials based on 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 710A
Practice of Poetry: Your Works - 3 cr
This workshop will focus on the participants' own poems, their intentions and reaizations, triumphs, disappointments and creative mistakes. It will also attempt to examine and clarify the traditions of which these poems partake, and students will be reading texts pertinent to such an investigation. All This Everyday by Ted Berrigan and Caws & Causers: Around Poetry and Poets by Anselm Hollo will be required reading. Highly recommended is the anthology, Postmodern American Poetry, edited by Paul Hoover. Open to writing and poetics students only.

WRI 710B
Practice of Poetry: TBA - 3 cr

WRI 713
Creative Reading & Writing: Writing with Shakespeare - 3 cr
In this reading and writing course, students will read a selection of the poems and plays of William Shakespeare while keeping an ongoing dialogic writing project going throughout the semester. This project can take any number of possible forms and styles and can pick up on infinite clues, character facets and dramatic-linguistic stimuli as it grows. Plays include Antony and Cleopatra, Macbeth, Pericles, Twelfth Night, King Lear and Cymbeline. Poems include "Venus and Adonis," "The Phoenix and the Turtle" and a selection of sonnets. Open to writing and poetics students only.

WRI 715A
Practice of Fiction: Notes on Vision, Craft - 3 cr
The emphasis of this course will be on examining, discussing and constructively critiquing student writing. During the course of the semester we will produce and examine three stories or excerpts from longer works, as well as various shorter pieces and exercises. Students will be asked to read and engage with a variety of writers, including one full-length collection of stories or novel, of their own choice, which will present to the class. Attendance and participation in class discussion and exercises will be highly emphasized in determining final grades. Open to writing and poetics students only.

WRI 715B
Practice of Fiction: California Mysteries & True Crime - 3 cr
Workshop writers will concentrate on setting, character and scene. Texts & filmscripts will generate weekly assignments. Writers will bring their own work from any genre and half the workshop time will be spent on critiquing student work. Our novels, filmscripts and non-fiction: Hammett. The Maltese Falcon, Grafton C Is For Corpse, Chandler, Farewell, My Lovely and The Long Goodbye, a Marcia Muller novel. TBA, classic movies Double Indemnity, Chinatown. Post-modern novel Rhino Ritz and video Mulholland Drive. The memoir Harry King Box Man, Elmore Leonard 52 Pickup and Riding The Rap.

WRI 718
Literature Seminar: The Cantos of Ezra Pound - 3 cr
"All times are contemporaneous in the mind." Like no other poem before or after, the Cantos has followed this thought as a beacon. The class studies what critic Hugh Kenner calls "the Pound era," including its literary movements of imagism and vorticism and those writers in dialogue with whom Pound developed his verse. With Homer and Dante as guides, we'll set sail through time and space, visiting the planet's verse traditions, the politics, the economies, reading the entire Cantos and a great deal of Pound's prose. Open to writing and poetics graduate students only.

WRI 731
Creative Reading & Writing: Sequences - 3 cr
This 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 linked verse, F. Scott Fitzgerald, Richard Brautigan, Kathy Acker and Louise Erdrich novels are used to illustrate Modern, Post-Modern, Punk and Native American fiction strategies. Recommended for third semester MFA students, as preparation for Final Manuscript semester. Prerequisite: Practice of Fiction. Open to MFA writing and poetics students in prose concentration.

WRITING AND LITERATURE (WRL)
The courses in this discipline are offered by Naropa College.

WRL 150
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 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. BA only.
WRL 225
Art of the Scholar - 3 cr
This course will be approached with an interdisciplinary lens, combining topics across disciplines with writing, thinking & research as an interconnected concentration. It is designed to meet students where they are as burgeoning scholars and stretch their abilities. The goals of this course include examining introductory principles within the specified topic; acquiring skills needed to give an oral presentation; acquiring the skills needed to locate and employ research; and writing analytically, using peer revision workshops as part of the process.

WRL 233
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 the 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 of 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. BA only.

WRL 234
Creative Writing and 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. BA only.
Ranked Faculty

Keith Abbott Writing and Poetics
BA, San Francisco State
MFA, Western Washington State
Keith Abbott teaches fiction workshops and contemplative brush. Publications: thirty books of poetry, fiction, and nonfiction, including a memoir of Richard Brautigan Downstream From Trout Fishing in America and the Introduction to Richard Brautigan: The Edna Webster Collection of Undiscovered Writings, (Houghton Mifflin). His writing has been translated into six languages and appeared in over twenty-five anthologies. He has had five solo shows of his art including Buddha Comes to White America at the University of Colorado. He has twice been artist-in-residence at the Djerassi Foundation.

Dale Asrael Transpersonal Counseling
BS, Northwestern University
Certificate in Elementary & Secondary Education, Notre Dame University
Dale Asrael is an Acharya (Senior Teacher) in the lineage of Chogyam Trungpa Rinpoche and Sakyong Mipham Rinpoche. She teaches in both the MA Transpersonal Counseling Psychology and the MA Buddhist Studies programs. As an Upadhyeya, or Buddhist minister, she provides pastoral care in hospice environments and in crisis situations. She is a member of the UUaya 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
AB, Miami University
MA, PhD, American University
Robert Atchley has been a key figure in the development of social gerontology over the past 30 years. He is the author of the best-selling text, Social Forces and Aging, now in its 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 Avstrell Somatic Psychology
BA, SUNY Albany
MS, 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
BA, Smith College
MA, New York Institute
Laura Beer holds an Advanced Certification in Music Therapy. She received her Master's degree from New York Institute, and did post-masters training with Clive and Carol Robbins for a Certificate in the Hoff-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
BA, Yale University
MA, The Naropa Institute
Mr. Berliner is a core faculty member in the Contemplative Psychology Department at Naropa, and a psychotherapist and organizational consultant in private practice, specializing in communication training and conflict resolution. Mr. Berliner has been a student of Naropa's founder, Chogyam Trungpa Rinpoche, since its opening session in summer 1974. He studied the psychology and practice of meditation extensively 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
BA, University of Kansas
PhD, 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 Wildness Therapy track in TCP and teaches on the Tao to Ching. She is co-director of the Boulder Psychotherapy Institute and specializes in the dream-painting process.

Annie Brook Somatic Psychology
Certified teacher of Body-Mind Centering
BA, Antioch University West
MA, City University, Seattle
Annie Brook has taught Body-Mind Centering throughout the country and is a skilled educator with sixteen years experience as a psychotherapist in clinics, hospitals, public schools and private practice focused
on somatic work. She has worked with infants, children, teens, families and individuals. Her community work includes courses in contact improvisation, human sexuality and communications. She is a published poet and writes a column for "Tantra: The Magazine." Her book, Body Mind Centering and Contact Improvisation, was published in 1998.

Richard C. Brown Early Childhood Education & Contemplative Education
BA, Knox College
Graduate Study, Earlham School of Religion
Elementary Teaching Certificate, University of Denver
MA, The Naropa Institute

Richard Brown practiced educational therapy and taught early elementary grades in public schools for many years. He was a teacher for seven years at The Vidya School, a contemplative elementary/middle school. Since 1983 he has taught contemplative education courses at Naropa. He has been chair of the BA Early Childhood Education program since 1990. Recently he has also become chair of the Contemplative Education program. In addition, Richard is involved with rites of passage and parenting programs.

Reed Bye Writing and Poetics
BA, MA, PhD, University of Colorado

Reed Bye is the author of four books of poetry including Passing Freaks and Graces and Heart's Bestiary. He has taught classes in dharmic art as well as classic and contemporary literature at Naropa University.

Christine Caldwell Somatic Psychology
BA, MA, University of California, Los Angeles
PhD, Union Institute

Christine Caldwell is the founder and a former director of the Somatic Psychology Department at Naropa University. Her work began twenty years ago with dance therapy, Ascion-Patterning and gestalt, and has evolved over the years into a form of body-centered psychotherapy that she calls the "Healing Cycle." This work emphasizes the pre and peri-natal time, the transformational effect of movement processes, the practice of dying, the opportunities in addiction and a trust in personal essence. She has taught at several universities, and teaches and lectures internationally.

Jane Carpenter-Cohn Contemplative Psychology
BA, State University of New York-Oswego
MA, The Naropa Institute

Jane Carpenter-Cohn has taught children and adults of all ages for 25 years. Trained in marriage and family therapy, she continues a private practice in Boulder. She is a certified school counselor and has counseled high-risk teenagers in addition to working with young children and families. Jane has been a student of the Ven. Chogyam Trungpa Rinpoche since 1975 and has taught and coordinated programs for Shambhala and Buddhist centers for 15 years. She is an accomplished koreana instructor and practitioner. Jane chairs the BA Contemplative Psychology Department.

Lauren Casalino Contemplative Psychotherapy
BA, Rutgers College
MA, The Naropa Institute

Lauren Casalino has been a faculty member in the MA Psychology: Contemplative Psychotherapy Department since 1990. In private practice for the past nine years, Lauren specializes in intensive home-based treatment. She also volunteers with hospice and The Humane Society, facilitating bereavement support groups. She is a licensed professional counselor in the state of Colorado.

Daphne Chellios Transpersonal Counseling
BA, Florida Atlantic University
MA, University of Colorado

Daphne Chellios 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
BA, Syracuse University
MFA, MA, Naropa University

Carole Clements is a fiction writer and contemplative psychotherapist in private practice. She has worked extensively as a group psychotherapist for survivors of sexual assault and perpetrators of domestic violence. Her passion lies in the telling of things, and it is from this place that she teaches. As a teacher, writer and psychotherapist, Carole has witnessed the transformative and healing aspects of storytelling and creativity. As a full-time instructor in the BA Contemplative Psychotherapy Department, Carole currently teaches Senior Project Seminar I and II to BA Psychology seniors.

John Davis Transpersonal Counseling
BA, Wake Forest University
MA, PhD, 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 MA 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 Performing Arts
BA, Mount Holyoke College

Barbara Dilley studied and performed dance in New York City and toured internationally with the Merce Cunningham Dance Company (1963–1968). She participated in the Judson Dance Theater and in 1970
became part of Grand Union, a diancetheater 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
AAS, BA, Metropolitan State College of Denver
MA, 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-70s and was ordained as a Buddhist minister in 1995. He has been core faculty at Naropa University since 1995 where he helped establish the Engaged Buddhism MA and Master of Divinity programs.

Sherry Ellms Environmental Studies
BA, University of California, Los Angeles
Elementary and Secondary Education Certificate, California State University, Los Angeles
MA, Naropa University

Sherry Ellms teaches in the Environmental Studies and Transpersonal Psychology Department. She has been a student of Chogyam Trungpa, Rinpoche, since the mid-70s and has taught Shambhala Training, Buddhist philosophy and meditation for 20 years in the United States and Mexico. She was the dean of students at Naropa University for 12 years. Sherry has led programs in the wilderness and has a particular interest in the interplay between the wisdom born from direct connection to the elements in the natural world and that evolving from contemplative practices. Sherry has also explored the application of tonglen and meditation practices to environmental and social activism.

James Emery Contemplative Psychotherapy
BA, University of Colorado
MA, The Naropa Institute

James Emery is a graduate of the MA Psychology: Contemplative Psychotherapy Department. Since graduating, he has been involved in this department in various capacities, such as faculty member, practice coordinator, admissions committee member and internship coordinator. He is currently a member of the faculty leadership team. He has also been the internship co-coordinator for the MA Gerontology program at Naropa. James has worked extensively as a team leader and therapist with the Windhorse treatment model and is the co-director for Windhorse community services, Inc. He is a professional counselor licensed in the state of Colorado.

Bataan Faigao Traditional Eastern Arts
BA, University of San Carlos (Philippines)
MA, New York University
MFA, Naropa University

Bataan Faigao began studying t'ai-chi ch'uan with Grand Master Cheng Man-ching in 1968 and for the next seven years practiced under his guidance. He has been teaching t'ai-chi ch'uan since 1975. He is a full-time faculty member at Naropa University and chair of the Traditional Eastern Arts Department. He is also co-director of the Rocky Mountain T'ai-chi Ch'uan Foundation.

Michael Franklin Transpersonal Counseling
BA, University of South Florida
MA, George Washington University

Michael Franklin is the coordinator of the Art Therapy program. For the past 18 years, he has both practiced and taught art therapy in various academic and clinical settings. He has lectured nationally and internationally, offering a wide range of research contributions to his field. As an artist, he actively exhibits his work and continues to research the relationship between art therapy, yoga philosophy and meditation.

Duay Freeman Transpersonal Counseling
BA, Loretta Heights College
MA, University of Northern Colorado

Duay 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 programs 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.

Peter Grossenbacher Contemplative Psychology
BA, University of California at Berkeley
MS, University of Oregon
PHD, University of Oregon

In his twenty 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. As director of Naropa's Consciousness Laboratory, Peter leads two teams of students who conduct research on the psychological effects of meditation and the unusual perceptual phenomenon known as synesthesia. Media coverage of Peter's research has included the New York Times, Smithsonian Magazine, Discover Magazine and several radio interviews. A practitioner of meditation since 1980, his thinking combines subjective phenomenology with modern cognitive psychology.
Sarah Harding  
Religious Studies  
BA, Naropa University  
Sarah is a lama in the Shangpa Kagyu tradition of Tibetan Buddhism, completing the first three-year retreat 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 Machik’s Complete Explanation. She has been an instructor in the Religious Studies Department since 1992, and also received a BA in religious studies from Naropa University. She is currently working on translations as a fellow of the Ta sha Foundation and continues to run her Tibetan Language Correspondence Course.

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 CDs of her work. She has received a Fellowship from the National Endowment for the Arts in Fiction.

Christine Hibbard  
Transpersonal Counseling  
BA, University of Colorado  
MA, University of Colorado  
PhD, 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 PhD 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 on the board of directors for Conflict Dispute Resolution Associates, the Pairs Foundation and the Gla dys McGarey Foundation.

Caroline Hinkley  
Naropa College  
BA, Occidental College  
MFA, Claremont Graduate University  
MFA, California Institute of the Arts  
Caroline Hinkley has been a practicing artist and photographer since 1975. Since 1981 she has been living in Boulder and has taught at the University of Colorado in the College of Architecture and Planning, the Art Department and in women’s studies. She has received a NEA/WESTAF award for photography, a visual arts fellowship from the Colorado Council on the Arts, a Neo Data fellowship, and the San Francisco Foundation Phelan Award for excellence in photography. She studied philosophy at Occidental College, painting and drawing at Claremont Graduate University, and social and environmental design at the California Institute of the Arts.

Anselm 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 Cavas & Coluseries and Notes on the Possibilities and Attractions of Existence: New and Selected Poems 1965–2000. 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  
BA, Barnard College of Columbia University  
PhD, 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  
BA, Indiana University  
MFA, The Naropa Institute  
Laird Hunt, Writing and Poetics core faculty member, is the author of a book of short stories, mock parables and histories, The Paris Stories (Smockproux Press) and two novels, The Impossibly (Coffee House Press, 2001) and Indiana, Indiana (Coffee House Press, fall 2003). His writings have appeared in the United States and abroad in, among other places, Ploughshares, Grand Street, Fence, Conjunctions, Brick, Mentor and Zzounds. He spent spring 2003 as writer-in-residence at the Camargo Foundation in Casse, France.

MacAndrew Jack  
Contemplative Psychotherapy  
BA, Tufts University  
MA, University of Tulsa  
PhD, Temple University  
MacAndrew is a member of the departmental leadership team and core faculty member of the MA 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. As 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.

210 Ranked Faculty
Sudarshan Kapur  Naropa College
BSc, London School of Economics and Political Science, England
MA, Iliff School of Theology
PhD, University of Denver/Iliff School of Theology
Sudarshan 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 a Prophet: The African American Encounter with Gandhi*.

A. d'Forrest Ketchin  Environmental Studies
BA, Georgia State University
MA, MEd, PhD, University of Colorado
Forest Ketchin is an anthropologist with a background in cultural ecology, ecology, experiential education and religious studies. His special interest is the union of science and spirit, and the reciprocity between cultures and nature. With a doctorate in anthropology, Forrest has pursued post-doctoral study in creation-centered spirituality with Matthew Fox and Brian Swimme, Native American cultures of the High Plains, and ecology and recreational impact to public lands (Institute of Arctic and Alpine Research, CU). His pursuit of these interests, and her multi-disciplinary approach have led to a variety of professional and volunteer efforts, including several awards.

Ven. Khandro Rinpoche  Religious Studies
The daughter of H.H. Mindrolling Trichen, head of the Nyingma School, Khandro Rinpoche belongs to the Mindrolling lineage with its many renowned female masters. Rinpoche was recognized by H.H. the 16th Karmapa as the reincarnation of the Great Dakini of Tsarphu, Khandro Ugyen Tsonmo of the Kagyu School. Rinpoche has studied with khenpos and received transmissions from some of the most accomplished contemporary masters. Holding both the Nyingma and Kagyu lineages, Rinpoche has taught throughout Europe and North America for 11 years. Rinpoche established the Samten Tse Retreat Centre in India for nuns and westerners and heads various charitable projects.

Jules Levinson  Religious Studies
BA, Princeton University
MED, University of Virginia
PhD, University of Virginia
Jules Levinson graduated from Princeton University in 1975 with a BA in English. In 1976, Jules began studying the Buddhist religion and the Tibetan language at the University of Virginia under of 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 PhD in Religious Studies from the University of Virginia. Most recently, along with Lama Chöying Namgyal and Sangye Khandro, he has established the Light of Bertosana Translation Group for the translation of works from the Kagyu and Nyingma traditions.

Liz Locke  Interdisciplinary Studies
MA, PhD,Indiana University
Liz Locke was trained by Richard Bauman (cultural studies), Henry Glassie (folklore), William Hansen (classics) and Thomas Sebeok (semiotics), all leaders in their inherently interdisciplinary fields. Her dissertation dealt with the Greco-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.

Mark Miller  Music
BA, Marylhurst College
MFA, California Institute of the Arts
Mark Miller has performed and recorded with Art Lande, Tuck and Patti, Peter Kater, R. Carlos Nakai, David Friese 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 Sa-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 "Roofroofs," as well as soundtracks for television and Off-Broadway.

Leanora Olivia  Interdisciplinary Studies
BA, UC Santa Cruz
AM, PhD, Brown University
Nona Olivia has a PhD in Comparative Literature with an emphasis in ancient Greek and Latin language and literatures, and a specialty in the roles and representations of women in ancient religious rituals. A frequently invited speaker, both nationally and internationally, she has studied and taught a diverse range of subjects, from philosophy to film. The recipient of awards for excellence in teaching, Nona was recently honored by a national consortium of colleges for her contribution to women's studies. Having published on literature by and about women, she is bringing her thirty years of practice to a study of the Therigatha, poems by the first Buddhist women.

Anne Zonne Parker  Environmental Studies
BS, University of California at Berkeley
MA, Indiana University
MA, PhD, University of Oregon
Anne Parker has lived and traveled extensively throughout the Himalayas and Central Australia. Before coming to Naropa, she taught geography and international studies at the University of Oregon, was the program director at Interface in Boston and directed a national Buddhist organization, The Dzogchen Foundation. She has received Fulbright and NSF research grants for her work in Nepal, Bhutan and India on indigenous agriculture. She led wilderness expeditions for many years with both the Sierra Club and Marble Mountain Expeditions and currently leads pilgrimages in the Himalayas.
Michelle Naka Pierce  Naropa Writing Center
BA, MA (with distinction), University of New Mexico
MFA, Naropa University
Born in Tokyo, Japan, her mother’s homeland, Michelle Naka Pierce has taught courses in poetry, writing, pedagogy and English communication at Sakuragaoka Koio in Yokohama, the University of New Mexico and Naropa University where she is assistant professor, 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. She is the author of an epistolary book of poems, TR / VIA (Eudite Fangs/PUB LUSH, 2003), co-written with Veronica Corpuz.

Deborah Piranian  Transpersonal Counseling
MA, Naropa University
PhD, 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 multicultural 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. Dzochen Ponlop Rinpoche  Religious Studies
Ka Rabjampa (equivalent to D.Div), Nalanda Institute
Acharya Degree, Sanskrit University
Kuntok, Sikikum
The Dzochen Ponlop Rinpoche is acknowledged as one of the foremost scholars and educators of his generation in the Nyingma and Kagyu schools of Tibetan Buddhism. He received the Kagyu 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 Dzochen Ponlop Rinpoches. Rinpoche founded and continues to direct Nitartha International, Nalanda Institute 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, PhD  Environmental Studies
BA, Poona University, India
MA, Poona University, India
MA, Poona University, India
PhD, University of Hyderabad, India
Neena Rao graduated with a Master’s in economics and later in History from the University of Poona, India. She completed her PhD in “Environmental History” from the University of Hyderabad in 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
BA, Williams College
PhD, 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 Shambhala Mountain Center, he leads meditation programs including the monthlong “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 (PhD), 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. Gyalo Karmapa and Dilgo Khentse Rinpoche were his root gurus and he has studied and practiced under the guidance of many distinguished lamas of Tibetan Buddhism. He has been a professor of Tibetology in India for the last seventeen years and has produced teaching materials and books. Among his publications is a book on the first: Jamgon Kongtrul and the rime movement.

Laurie Rugenstein  Transpersonal Counseling
BM, Berklee College of Music
MMT, Southern Methodist University
Laurie Rugenstein, MMT, MT-BC, LPC is the founder and coordinator of the master’s degree program in Music Therapy at Naropa University. She is also serves as 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
PhD, 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 PhD in 1968 from Hebrew Union College. He has published over 150 articles and monographs on the Jewish spiritual life, and has translated many Hassidic and Kabbalistic texts. In 1989 Rabbi Schachter founded the Spiritual Eldering Institute to meet the needs of the current generation of elders.
Andrew Schelling
Writing and Poetics
BA, University of California, Santa Cruz
Special Studies, University of California, Berkeley

Eleni Sikeliotou
Writing and Poetics
BA, The Naropa Institute
MFA, The Naropa Institute
Eleni Sikeliotou has published three books of poetry and a number of chapbooks. Forthcoming books include the National Poetry Series winner The Monster Lives of Boys & Girls, a book-length poem, The California Poem, and a nonfiction work, The Book of Jon. She has published translations of poems by the French poet, Jacques Roubaud, among others, and is currently translating Roubaud’s Exchanges on Light. Sikeliotou has been a Princeton University Seeger Fellow, a Fulbright Fellow, received a National Endowment for the Arts Fellowship in poetry, a New York State Council for the Arts Translation Grant and a New York Foundation for the Arts Nonfiction Literature Award.

Judith Simmer-Brown
Religious Studies
BA, Cornell College
MA, Florida State University
PhD, Walden University
PhD Candidate, Columbia University
Judith Simmer-Brown (PhD) studied South Asian religion at Columbia University and University of British Columbia. She became a Zen student of Shunryu Suzuki Roshi in 1971, and a student of Chogyam Trungpa Rinpoche in 1974. She has been a core faculty member at Naropa University since 1978. She lectures and writes on Tibetan Buddhism, Buddhist-Christian dialogue, and American Buddhism, and is an Acharya (senior dharma teacher) in the Shambhala Buddhist tradition. Her books are Dakini’s Warm Breath: The Feminine Principle in Tibetan Buddhism (Shambhala 2001), and with Brother David Steinhardt-Rast, et al., Benedict’s Dharma: Buddhist Commentary on the Rule of St. Benedict (Riverhead 2001).

Robert Spellman
Visual Arts
BA, Massachusetts College of Art
Robert Spellman has worked as a painter, graphic designer, illustrator, piano rebuilder and musician. His work has been exhibited nationally and internationally, and has appeared in numerous publications. He has also practiced and taught Buddhist meditation 25 years; directed Dorje Kyungyung Dzong, a rural retreat center, for six years; Karma Dzong, an urban meditation center in Boulder, Colorado, for three years; and chair of the Visual Arts Department for seven years. He is co-founder of Mountain Water, an artists retreat in the wilds of southern Colorado.

Phillip Stanley
Religious Studies
BA, University of North Carolina at Chapel Hill
MBA, University of Michigan
MA, University of Virginia
PhD 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. The first edition of his canonical database, an analytical catalog cross-referencing all the printed editions of the Tibetan canon, will be placed on the web during 2003 in collaboration with the Tibetan & Himalayan Digital Library of the University of Virginia for access by scholars worldwide. He is co-director of Nitartha Institute, which teaches the Kagyu scholastic tradition of Tibet. A member of the Nalanda Translation Committee, he has been a student of Trungpa Rinpoche since 1974, and has taught Buddhism and Shangshila Training since 1981.

Jed Scott Swift
Environmental Studies
BA, Hobart College
MA, 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 Wilderness & Personal Renewal Through Nature, edited by Cass Adams.

Steven Taylor
Writing and Poetics
BA, Gettysburg College
PhD, Brown University
Steven Taylor has toured internationally as a 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
Performing Arts
BA, 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 residencies 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 GOLDIE (1994).

Anne Waldman  Writing and Poetics  
BA, Bennington College

Anne Waldman, along with Allen Ginsberg, co-founded The Jack Kerouac School of Disembodied Poetics at Naropa University in 1974. Waldman has more than 30 books and chapbooks of poetry, and has performed her work internationally, including experiments with music, dance and video. She directed the Poetry Project at St. Mark’s Church-in-the-Bowery for more than a decade, and now is a distinguished professor of poetics at the Writing and Poetics Department at Naropa. She also teaches at the Institute of American Indian Arts in Santa Fe and the Schule für Dichtung in Vienna.

Sue Wallingford  Transpersonal Counseling  
BA, University of Kentucky  
MA, 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  
BA, University of Illinois  
MA, 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 Mimes. 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, ecocriticism and wilderness-based rites of passage.

Karen Kissel Wegela  Contemplative Psychotherapy  
BA, University of Rochester  
MA, Boston University  
MA, University of Denver  
PhD, Union Institute

Karen Kissel Wegela directed the MA 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. Karen is currently serving as the department chair.

Sue Hammond West  Visual Arts  
BA, Indiana University  
MFA, The School of the Art Institute of Chicago

Sue Hammond West is a painter and mixed media artist with a hunger for experimentation. She combines art making with the energy of Buddhism and Yoga philosophy. Teaching; The School of the Art Institute of Chicago; Harshaw Creek, Arizona; Steamboat Springs Mixed Media School. Recent exhibits: Boulder Public Library, Radiance Group, Boulder; Beacon Street Gallery, Chicago; University of Norte Dame Iris Gallery. Awards: NEA; Indiana Arts Commission; and The School of the Art Institute of Chicago. Currently chair of the Visual Arts Department, she teaches and researches contemporary and ecstasic art forms, and how to infuse art with a palpable haunting presence.

Lee Worley  Performing Arts & Contemplative Education  
BA, Mount Holyoke College  
MA, The Naropa Institute

Lee was a founding faculty at Naropa University where she developed the Theater Studies BA. She was also instrumental in creating the interdisciplinary BA and the MA 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.

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MFA, Claremont Graduate University
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