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**Photos by Kim Niles, Ellen Nastroms, Rachel Homer. All photos from the Naropa University Photo Archives.**
ACADEMIC DEGREE PROGRAMS

Bachelor of Fine Arts
Performance
Bachelor of Arts
With majors in:
Contemplative Psychology
Body Psychology
Contemplative Spiritually and Western Psychology
Expressive Arts and Well-Being
Psychology of Health and Healing
Transpersonal and Humanistic Psychology
Early Childhood Education
Environmental Studies
Anthropology
Ecology
Eco-philosophy
Green Building
Horticulture
Indigenous Peoples and the Environment
Interdisciplinary Studies
Music
Religious Studies
Traditional Eastern Arts
Visual Arts
Writing and Literature
With minors in:
Anthropology
Contemplative Education
Contemplative Psychology
Dance Movement Studies
Early Childhood Education
Ecology
Eco-philosophy
Green Building
Horticulture
Indigenous Peoples and the Environment
Music
Performance
Religious Studies
Sonski
Theater
Tibetan
Traditional Eastern Arts
Visual Arts
Writing and Literature

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

Master of Arts
Contemplative Education (low-residency program)
Engaged Buddhism
Environmental Leadership
Indo-Tibetan Buddhism
Indo-Tibetan Buddhism with Language
Psychotherapy
Contemplative Psychotherapy
Religious Studies
Somatic Psychology
Body Psychotherapy
Dance Movement Therapy
Transpersonal Counseling Psychology
Art Therapy
Counseling Psychology
Music Therapy
Wilderness Therapy
Transpersonal Psychology (low-residency program)
Ecopsychology

Master of Divinity
Master of Fine Arts
Creative Writing (low-residency program)
Writing and Poetics
Poetry
Prose
Translation
Theater: Contemporary Performance
Theater: Leong, Based Actor Created Theater

Master of Liberal Arts
Creation Spirituality

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 a 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. Colman
President, Naropa University

From the President
NAROPA UNIVERSITY MISSION STATEMENT

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 uncoverts 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;

6. To be nonestamental 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. Though processes, states, perceptions and emotions are all integral to the study of the specific discipline, through this holistic process, mind and body become synchronized, and open and clean 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 impact a direct openness of the present moment as well as reveal resistances and bring new perspectives.

Faculty have been inspired to develop contemporary awareness disciplines with their own specific fields of study. 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 a contemplation of the environment, rather they are drawn 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 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 ideas and forms that lead to an effective and gentle community of learners. Deep understanding of self naturally gives rise to understanding of others, 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 dense accurate awareness of one’s own 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, undistracted awareness of and curiosity about one’s experience. It is vital to know in one’s heart, to 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 written skills, speaking and listening skills, as well as communication through such nonverbal artistic media as music, movement or visual arts. This quality includes a responsibility for the integrity and the development of others, and a willingness to extend oneself toward that end.

Sharpened Critical Intuition—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 abilities and sharpening of insight.

Resourcefulness and appreciation of the richness of one’s world—increasing one’s knowledge and appreciation of the world’s diversity and values and richness through 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 and experience. Praxis involves two dimensions: 1) seeing one’s own environment, without distorting it into one’s own value system, and 2) seeing the way in which that particular appreciation 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 consciousness, understanding and communicative capacities into action involves 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 other projects through to completion. The value of a Naropa education is expressed in the student’s ability to utilize his or her learning process creatively, 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 assist personal skills rather than technical occupational training. Our belief is that qualities such as these prepare the individual for life in modern society.

Dilemmas of living in contemporary society are great, and the great extent, the result of psychological hindrances such as emotional imbalance, confusion, the inability to relate or communicate with others, lack of self-confidence 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 are most readily related to the concept of wisdom. The concept of wisdom in Buddhism, philosophical wisdom means that which one experiences and understands as the "all" is not solid, but not continuous in process. Meditation refers to the cultivation of mindfulness and awareness. It is the foundation for self-knowledge, for realizing the true connection and service. Training the mind begins free us from futile habits and preconceptions. The discipline of meditation stimulates the development of our cognitive potential, of wisdom, and of 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 transformations or three levels of knowledge. First, meditating involves the concept of contemplation. When one is presented with material, either in lecture or written format, step one, hearing, is to approach the material with an open and precise mind, carefully and slowly without bias to what is being presented. This approach involves opening up the atmosphere and the environment in which the teachings are given. Second, contemplating involves analyzing the material, examining, questioning, meditating. It involves an insight. Precise mindfulness naturally leads to a relaxation into a greater awareness. A cultivation of the ability to know, as well as of knowledge itself.
ABOUT NAROPA

Thirty Years of Contemplative Education

In 2004, Naropa University celebrates its thirtieth year as a private, non-profit, non-sectarian liberal arts institution whose core mission is contemplative education. Contemplative education is a comprehensive approach to learning that integrates the best of Eastern and Western educational traditions. It is an approach that:

- cultivates four basic skills: reading, writing, speaking and listening;
- nurtures these skills for application across a broad spectrum of individual development that includes academic rigor, professional development and personal growth;
- ultimately shapes overall quality of life;

It creates the ground for exploring one's whole being on the deepest, intuitive levels while pursuing rigorous academic study and whose vision is individuals who know themselves deeply so that they can engage constructively in a world of individuals who are not like themselves.

Naropa's approach draws in a uniquely contemporary way on two educational traditions: one deriving from classical India, the other from classical Greece. Together these two traditions develop skills to gain access to the underutilized resource of the inner life of spirituality while fostering understanding and constructive engagement with the external world. The goal of a Naropa education is producing graduates who are better able to identify and pursue fulfilling personal and career goals in richer, fuller relationship with the world.

Accreditation

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

Naropa Students

The Naropa University student body is a vibrant and active group that currently comprises a mix of approximately 1,279 undergraduate and graduate students from more than 49 states and 52 countries. Naropa graduates can be found in the United States and around the world in a variety of service professions, creative endeavors, and research initiatives. Naropa's student/faculty ratio is 12:1, and an average class size is fourteen students. Naropa is the first choice of 95 percent of undergraduate students and of 92 percent of graduate students.

Naropa University Mission Statement

The wisdom traditions of the world, which include the great religious, hermetic teachings, and the deepest cultural, offer insights 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 expressions 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 perse, 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, providing 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 poils of solid view or ideological infatuation seem clear in such a process. There is a greater understanding of the role of mindfulness 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.
Diversity and Pluralism

Naropa University has a strong commitment to diversity education. A diverse faculty, student body, and campus activities reflect the work of the multi-campus Diversity Task Force, which completed drafting a University policy on cultural awareness in the fall of 2003. That policy was reviewed and endorsed by the faculty and became University policy in the summer of 2005. A diversity position of special assistant to the president for diversity affairs, effective January 2004, has led to two appointments as acting special assistant for diversity affairs, to serve as counselor to students of color and the appointment of a coordinator to develop a strategic plan for diversity and to advise us on the integration of the University’s many diversity initiatives and on redefining the special assistant’s position prior to filing it. We expect that report in the fall of 2004 with implementation thereafter. Concurrently the faculty is engaged in revision of the Naropa undergraduate curriculum, with diversity education as one of its central concerns.

The special assistant to the president for diversity affairs has been charged especially with working at the institutional level on tasks related to recruiting and retaining a diverse faculty and student body. This faculty and staff training for faculty and staff diversity and the curriculum and library.

Priscilla Jepson, associate dean of students, is also assigned the role of diversity affairs student advisor. She is charged with working at the grassroots level with students, faculty and staff on events and activities that raise awareness and increase sensitivity to the diversity of the Naropa community. She will be a listening ear and an advisor for students concerned and ideas about all pluralistic issues, including religious diversity.

Robert Olo, dean of students, campus ambassador, with a strong interest in working with students, faculty and staff around pluralism and diversity. The dean of students is also the Americans with Disabilities coordinator for Naropa, responsible for ADA issues, concerns and accommodations.

Naropa Campuses

The University is located on three campuses in the city of Boulder, Colorado the Anapalasana campus on 37 acres in central Boulder; the Paramita campus at 30th Street in north Boulder and the Main Campus in east Boulder. The Anapalasana campus surrounds grounds include a performing arts theater andVIP hall, classrooms, faculty and administrative offices, Naropa Bookstore and the Albert Gribbel Library. The Paramita campus houses three graduate departments (Interpersonal Counseling Psychology, Somatic Psychology and Psychology Contemplative Psychotherapy). The Naropa campus is the center for the performing and visual arts. This is the location of the Naropa University BFA program, art studios for Visual Arts and the Top Art Therapy program and an event center for Extended Studies and Naropa community events. Naropa’s campus is located in Pearl Arts Center. Boulder is a cosmopolitan town of 100,000 and is also home of the University of Colorado. The town offers a variety of cultural resources. The city of Boulder supports several theater and dance companies and a symphony orchestra. A number of Boulder-based schools offer a range of specialized training in the health fields. These institutions provide a variety of Boulder educational environment.

Naropa’s History

Naropa was founded in 1974 by Chogyam Trungpa, Rinpoché, a lineage holder of the Kagyu and Nyingma Buddhist traditions. A scholar and artist as well as meditation master, Trungpa Rinpoche has been widely recognized as one of the foremost teachers of Buddhism in the West.

With the founding of Naropa, he realized his vision of creating a university that would combine contemplative studies with traditional Western scholarly and artistic disciplines.

Naropa University is inspired by Nalanda University, established under the auspices of Mahayana Buddhism, Nalanda flourished in India in the fifth to the twelfth centuries. At Nalanda University, Buddhist philosophy and the discipline of meditation formed an environment, in which scholars, artists and healers from many Asian countries and religious traditions came to study and deliberate. Nalanda was known for its merging 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 eleventh-century abbot of Nalanda University and a great Buddhist scholar, teacher and practitioner. He was renowned for bringing together scholarly wisdom and meditational insight.

The Naropa Seal

The seal was designed by Naropa’s founder, Chogyam Trungpa. Its key aspects are the Naropa motif contained on the ribbon at the base of the seal, the seal of the Buddha and the flame surrounding the seal.

Motto:弘扬法宝, 佛教的根本, 道德的至高

Shanti: Peace

Wheel of Dharma: The wheel of the teachings. At the center is the seal of the Buddha with the soul of the Buddha inside. This symbolizes the transformation of the three poisons of passion, aggression and ignorance into the three virtues of compassion, clear seeing and openness.

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2. If creative writing credits cannot be transferred, the student may still these additional 3 credit hours in one of the following courses.

3. Take an additional BA reading and writing course for 3 credit hours. Reading and writing courses can be taken either for literature or creative writing credits and may be necessary to be taken in the same semester as another creative writing course. In this case, the course would be taken for writing workshop credits.

4. Take two weeks of the monthlong Summer Writing Program for 3 writing workshop credits. The entire Summer Writing Program may be taken for 6 credits; 3 in writing workshop and 3 in literature.

5. Spend an extra semester at Naropa in order to complete the requirements.

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 equals to a "C" or that the course was offered for partial credit. Only a maximum of 30 technical or vocational 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 and 2 describe ways of earning transfer credits for learning completed outside the traditional college classroom. A maximum of 30 semester credits may be earned as a combination of the following alternative transfer possibilities:

1. College Level Examination Program
   The College Level Examination Program (CLEP) is a national program sponsored by the College Board to measure college-level learning completed outside the traditional college classroom. Naropa University grants up to 36 semester credits for all exams passed in subject areas that do not duplicate prior college coursework. No minimum passing score is 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, 6601, Princeton, N.J. 08541-6601. (9186)

2. Advanced Placement and International Baccalaureate
   Naropa University accepts both advanced placement and international baccalaureate credit. Please call the Admissions Office for more details.

Transcript Evaluations
Once a student is accepted at Naropa, the Office of Admissions will prepare a transcript evaluation, documenting all transferable credit and how it applies toward the college core requirements. Upon arrival at Naropa, new students should meet with an advisor to review the transcript evaluation. Students have only one semester at Naropa to make any changes to this document. The includes any course work 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 secure 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.

Deferrals
Students may request to defer their acceptance for up to one year. Each request for deferral is reviewed by the Admissions Committee in consultation with the academic advisor. Reasons for an acceptance deferral would include traveling, service/volunteer work, family situations, illness, etc. Financial reasons will require counseling to explain how making more money in the year off will affect an aid package.

1. Students must put their request for deferral in writing.
2. If deferred, the student may reapply at another time.
3. If approved, the student may not attend another college in the meantime. The student must pay their confirmation deposit at the appropriate time.
4. Students must complete their application and be accepted in order to request a deferral. They may not defer their application at the APPLIED or COMPLETE stages.
5. Students who have already paid their deposit must forfeit the $250 and move back to an ACCEPTED status.

Certificate Programs
Certificate programs have been evaluated by the Naropa University evaluation committee of the graduate, undergraduate, and continuing education departments. Certificate programs are not available in the following areas: credit, creative writing, psychology, and theology.

Certification Programs
Naropa University's certification programs include a variety of academic programs offered by the Department of Education. Certification programs are available in the following areas: early childhood education, elementary education, secondary education, and special education.

Certified programs are designed to prepare students to teach in the public school system. Certification programs require 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. Certification programs are a must for students seeking career advancement.

Double Majors
Naropa University's double major program is designed to allow students to pursue two distinct areas of study within their chosen majors. Double majors must complete the requirements of both majors, including at least 24 semester credits in each major.

International Student Admission
Please see the "International Student Admissions" section.

Alternative Ways of Attending Naropa
(Spending a semester or year as a part-time student or for an Extended Studies course) Please consult the "Other Ways of Attending Naropa" section.

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 department admissions committee is sensitive to the complexities and integration with the work as well as previous academic achievement when making acceptance decisions. A student's statement of interest, interviews, letters of recommendation, and supplemental application materials play important roles in the admissions process. GRE scores are not required.

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 with or without the certificate in Transpersonal Psychology)
- January 15: For fall semester admission
- October 15: For spring semester admission (MFA Writing & Poetics only)

The MLA in Creative Spirituality in Oakland, California, admits students for both fall and spring semesters. Please contact the Admissions Office in Oakland for more details: (9186)

Establishing Transfer Credits
Naropa University's graduate programs may accept up to 6 semester units of transfer credit from other universities. This is not an automatic policy, nor is it the discretion of each department. Decisions will be made on a case-by-case basis. Credits must have been earned within five years of application to Naropa and must carry the grade of B- or better. No Pass (P), Credit (CR) or Satisfactory (S) work will be accepted. Credits must come from a regionally accredited college (international on a case-by-case basis), and no credit will be awarded for coursework taken in other graduate programs.

Graduate Admission Requirements
1. A bachelor's degree from a regionally accredited institution is required in addition to all graduate programs.
2. A completed application form
3. Three letters of recommendation (all must be on the forms provided and not from family members)
Dependents
A student who will be accompanied by dependents (spouse and/or children) must provide the Admissions Office with proof of additional funding ($5,000 for a spouse and $4,000 for each child) first and last name, birth date, country of birth and country of citizenship of each dependent.

Confirmation Deposit
No immigration documents can be issued until the above requirements have been met and 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 current currency drawn on an international bank.

International Student Admissions
International students are a vital part of Naropa’s community and are encouraged to apply. The University currently has fifty-eight international students representing twenty-eight countries.

The application process for international students includes those procedures previously outlined for domestic undergraduate and graduate student applications. 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 a 250 or better for graduate students. Applicants should request that scores be sent directly to Naropa University (school code 13142).

Applicants should have all records of secondary and postsecondary education—including grades earned for individual subjects—translated into English and forwarded to Admissions Office for evaluation with other application materials. Independent evaluators generally cost $30 to $100. Please contact the Office of Admissions for more information.

Financial Statement
An applicant who has been admitted into a program at Naropa University and who needs an I-20 form for an F-1 student visa must provide the Admissions Office with 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 that is providing support stating the amount of aid funds are available in the Admissions Office. For the academic year 2019/2020, in-residence students must show proof of $27,000. For 2018/2019, they must show proof of $29,500.

Transfer Students
Transfer students who hold F-1 visas and are currently studying at another U.S. institution must complete the immigration transfer form. This form will be mailed to the student upon admission to the University.

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.

Campus Visits
Prospective students are strongly encouraged to visit Tours are conducted Monday through Friday, at 10 a.m. at the Anapurna campus, on Monday, Wednesday, and Friday, at 10:30 a.m. at the Paramita campus and on Tuesday/Thursday at 10:30 a.m. at the Naropa campus, as long as the University is open.

For more information about admission procedures, visiting the University, or specific academic programs, please contact: Admissions Office, Naropa University, 24 30 Anapurna Avenue, Boulder Colorado 80302-6697, or phone 303.546.3572 or 1.800.772.6695 F or Outside of Colorado. For information regarding the Oakland campus please call 911 835.4927, ext. 19.
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 an admissions counselor 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 are open to visiting students as limited.

Part-Time Visiting Student

The part-time visiting student program allows people to take Naropa courses for credit as a part-time (0 to 11 credits), non-matriculated student. These students need not apply for admission. They should contact the Registrar’s Office at 303.445.1500. Written permission must be gained from the department head. Courses are on a space-available basis only, therefore, not all courses are open to this program.

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 University tuition per credit-hour rate. Contact Student Administrative Services for details.

Dual Enrollment

Students currently enrolled in high school who want to take a course at Naropa must apply for admission using the visiting student application and gain written permission from their school principal. The credits earned may be recorded on the student’s school transcript with the school principal’s approval. For more information, or to 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 study at the University. Prospective non-degree students should note that some courses 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 Rhetoric.

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

Naropa Online Campus

Through Naropa Online the University offers a variety of courses and low-residency degree programs from the heart of its 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. Visit Naropa Online Campus at www.campus.naropa.edu for more details. To contact us, email registrar@campus.naropa.edu or call 303.445.4600 or 1.800.603.3117.

The Naropa Community

Naropa students are an exceptional and distinctive group of individuals who seek a highly experiential and personalized academic process and a transformative learning path. Naropa students share common goals for their education and choose Naropa because in their words:

- it values the individual,
- it is geared to self-exploration;
- it nurtures a way of being in the world that is invaluable, provides spiritual groundlessness to social activism; offers the potential to integrate a spiritual path into one’s lifestyle;
- it is serious about education and
- lets them be real as individuals and as a community.

Community at Naropa is manifested in these shared interests, in a shared commitment to contemplative practice and in the breadth and depth of opportunities and activities where students with shared values, qualities and commitments can work together to achieve common goals.

Contemplative Practice Within Community Philosophy

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 important as the study of specific fields of knowledge. The type of meditation community taught is a mindful 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 Naropa Office of Student Services 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.

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 (furoshiki), Christian Luminism (i.e., Japanese flower arranging) and Mudra’s Space Awareness practice. Also, there are often panel discussions, departmental lunches and community service projects in the afternoon.

Mediation Halls and Malari Rooms

The University houses meditation halls for sitting meditation available to students, faculty, staff and visitors whenever the Lincoln Building and the Parama classroom are open. Each space contains several meditation rooms of different types, and visiting meditation practitioners are available to participants in the meditation hall, during which other community members may participate in the events that they wish.

Odile Tranulis, Rinspo, the University’s founder and Shunryu Suzuki Roshi of the San Francisco Zen Center, developed a distinctive practice called "Malari Space Awareness," which helps practitioners develop greater awareness of the five qualities described in the meditation statement. This practice requires training in social postures in specially designed rooms. These five custom-built malari rooms are available to participants in the multi-course offered through the MA Psychology: Contemplative Psychotherapy/BA Contemplative Psychology and Early Childhood Education programs.

Student Community Initiatives and Resources

Although Naropa has three separate campuses in Boulder and most students live off-campus, fostering a learning community among students, faculty staff, visitors and alumni that uncover’s wisdom and heart is an important Naropa goal and one that is integral to its mission of contemplative education. Creating community in a geographically dispersed campus setting can be challenging; however, Naropa students have helped devise and support innovative ways for fostering community.

Creating community often begins as an individual initiative. As one Naropa student expressed it, "Life doesn’t just happen spontaneously. We each need to work at it; pursue it; create it. If you feel there isn’t enough expression, then you must express it. Start something. Join something!"
Naropa offers various opportunities for students to become leaders in helping to create community across the University. Given the diverse interests represented on campus, Naropa students have a rich mixture of students and faculty in which they can participate to create community with other like-minded individuals. Town Hall meetings provide a forum for broader community sharing and constructive change.

Student Leadership
Naropa students can assume student leadership positions, and the Office of Student Affairs promotes such 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 student academic committees, as well as the SUN Care Committee.

Another option is serving as an orientation leader during new student orientation. Students may also serve as peer mentors 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.

Town Hall Meetings
Once a month, members of the Naropa community are invited to gather for a Town Hall. Sponsored by SUN (the student government) and the Office of Student Affairs, Town Halls are an opportunity for all community members, including students, faculty, and staff, to speak to each other about issues and concerns at Naropa University. This is a chance to share new ideas and suggestions and get to know and appreciate one another. This is an excellent time to communicate concerns and a chance to form alliances. These concerns are then shared with the administration.

In town hall meetings, students have been able to bring up issues such as overcrowding, housing, and community events. The administration has been responsive to these concerns and has taken action to address them. These meetings provide a forum for open and honest communication and are a valuable source of feedback for the University.

Student Activities and Recreation
The Office of Student Affairs and the Student Union of Naropa (SUN) coordinate activities on campus and provide support to student groups. The SUN includes the Student Senate, a representative body of all students, which approves and supports student activities and programs.

The Student Senate is an inclusive group composed of students from all backgrounds, majors, and personal interests. It is a student-led body that works to ensure that all students have a voice in the decision-making process of the University. The Student Senate represents the interests of the student body and works to address issues that affect the student experience.

The Student Senate also organizes a variety of events throughout the year, including cultural festivals, concerts, and social events. These events are designed to bring students together and to foster a sense of community.

SUN provides logistical support to these groups and collaborates with them on various initiatives.

Ethics Committees
The Ethics Committee is a group of students, faculty, and staff who work to promote ethical behavior and to ensure that students are aware of the ethical implications of their actions. The Committee meets regularly to discuss cases and to develop recommendations for action.

SUN also works with community colleges and universities to create a more inclusive and welcoming environment for all students.

Student Handbook
The Student Handbook is a comprehensive document that covers the policies and procedures of Naropa University. It is available online and in print and can be accessed through the University's website. The Handbook contains information on academic policies, financial aid, registration, housing, and other important topics.

The Handbook is an essential resource for all students and is updated regularly to reflect changes in University policy and procedures.

Off-Campus Housing
Students have access to a variety of off-campus housing options. The Office of Student Affairs provides information on off-campus housing options and assists students in finding suitable accommodation.

The Office of Student Affairs is committed to ensuring that students have access to a safe and supportive living environment. It provides resources and support to assist students in making informed decisions about their housing choices.

Naropa Student Resources
Naropa students have access to a variety of resources that support their academic and personal development. These resources include academic support services, career development, mental health services, and community engagement opportunities.

The Office of Student Affairs plays a key role in facilitating the use of these resources and in supporting students in their academic and personal growth.

For more information on the resources available to students, please visit the University's website or contact the Office of Student Affairs.
Career Counseling
Career counseling is available to all Naropa students and alumni. Students can meet with Naropa's career counselor for individual counseling related to career exploration and planning, career testing, volunteer work, part-time jobs, help with resumes, cover letters, and interviewing job search strategies and resources. Talks and workshops are given on various career topics throughout the school year.

Providing countreקס to the 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 planning for the transition to work upon graduation is supported and encouraged for all students attending Naropa.

Disability Services and Learning Needs
In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the dean of students in the Office of Diversity and Inclusion provides accommodation services to students with disabilities. The University is committed to providing services to assure accessible environments for students with disabilities. The Learning Disabilities Specialist will discuss the accommodations available to students with disabilities and consider the obligations to provide auxiliary aids and academic accommodations for all qualified Naropa students. Students requiring further information should contact the Office of the Learning Needs Specialist at 303.254.4749.

A student with a disability must make his or her needs known to the learning needs specialist. 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 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 needs.

Naropa 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.

Counseling Services and Referrals
On-Campus Counseling
Naropa offers short-term counseling services for all degree-seeking students through the on-campus counseling center. The counselor and counseling interns are available to help students address their immediate concerns and connect them with community resources. They work with a variety of issues such as sexual orientation, gender identity, depression, anxiety, extreme moods, sex assault/incest, trauma, substance abuse, cultural/religious issues, body image and more. The on-campus counselor and the counseling interns may be reached at 303.254.4697.

Their offices are located in Student Affairs on the main floor in the Administration Building on the Annapolis campus. Students may contact them for an appointment.

Off-Campus Subsidized Counseling
In addition to on-campus counseling services, all degree-seeking students are entitled to subsidize short-term counseling with a fully trained therapist who provides up to 8 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 quick: students simply schedule an appointment on the computerized counseling appointment scheduling system. For more information, please refer to the student handbook.

Advising Resources
Academic Advisers
Students can best use the resources at Naropa University when they have accurate information and responsible advisers who are willing to get the whole picture. Academic advisers are full-time, trained staff members who primarily work with students. Students have the opportunity to meet with their academic advisers many times during the semester to talk about questions, challenges and successes. advisers will help students chart progress through the degree requirements and assist students in choosing appropriate courses.

International Student Advisor
An important and valued part of the Naropa community is the representation among approximately 5 percent of the student body and come to Naropa from thirty-two countries around the globe. The international student activist is available in the Office of International and Intercultural Education to assist students from other cultures. Services include orientation about life in the United States, advice about maintaining immigration status, assistance with paperwork and advice about employment and taxation in the United States. International student records can be found on the second floor of the Allen Ginsberg Building.

General University Resources
General Library
The Naropa University General Library holdings include about 36,000 books. This is a specialized collection, focused around the needs of students pursuing a contemplative education in the fields of contemplative humanities, meditation, and mindfulness. This faculty-nominated collection offers students and faculty open access to books, articles, and texts that are particular to their work in these fields. The library has a considerate number of Sanskrit language texts as well as a collection of original Tibetan texts in the traditional pataka format.

The library has audio and videotapes, CDs, and an excellent small holding of LP records. The Special Collections section of the library includes its collection of rare and signed books, has more than 6,000 audiotapes and videotapes covering a wide range of educational and cultural events at Naropa from its thirty-five 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 teachers and psychologists from various conferences and events.

Library services include the online Public Access Catalog, WebCAT, inter-library loan, and CD-ROM databases. The library has a small gallery, the Dharma Gallery: an art gallery that displays the work of artists from the Naropa community.

Service-Learning Center and Volunteer/Amskorics Community-based learning at Naropa University is an educational model that provides opportunities for students and faculty to develop a set of skills that allow them to actively participate in the public life of their communities. Through an emphasis on applied, experiential projects, the community-based learning offers Naropa University faculty and students innovative pedagogical tools to further the knowledge of their academic and artistic disciplines, augment student learning, and educate a citizenry to perform the public works of a democracy.

The Service-Learning Center supports projects, programs, and initiatives that cultivate student skills to attend to their lives as well as engage with their community and their world. Whether they enter the world of the arts, private industry, or governmental or non-governmental public or private education or entrepreneurial endeavors, Naropa students involved in community-based learning acquire the skills and confidence to contribute to the common good.

Naropa students can participate in service-learning opportunities by enrolling in academic classes that offer a community-learning component. Contact the center for up-to-date information on current Naropa classes with a community-based component.

The Service-Learning Center also provides AmeriCorps scholarship funds for Naropa students involved in community work, feel free to call our AmeriCorps coordinator at 303.254.4749 for more information.

Consciousness Laboratory
The Naropa University Consciousness Laboratory is a training and research facility that trains students in perspectives with 21st-century psychological science to increase and improve the understanding of human capacities for awareness. This facility is housed within the Naropa Institute for consciousness research, one on synthesizing and another on meditation. Researchers in this lab investigate consciousness with regard to two complementary topics. Synesthesia is an unusual sensory experience that may depend on genetic endowment and thereby be familiar to only a minority of people. In contrast, meditation involves skills that could be learned by most any person. Taken together, these two topics of scientific investigation overlap and encompass a broad swath of psychological inquiry involving awareness, perception, imagery, attention, emotion and more.

Community Art Studio
The guiding vision behind the Community Art Studio is to offer a safe space for various people in the Boulder community to gather and create art together. Equal access for our community members is stressed, particularly those people who are often marginalized and perhaps unlikely to have contact with the practice of engaging in creative, artistic discovery and exploration. The Community Art Studio aims to provide a wide range of community members where a plethora of art materials are available for usage. Currently the Community Art Studio serves high school students, adults with mental illness, the homeless population and adults with speech and language disabilities. The Community Art Studio is housed in the Naropa University Art Therapy facility. Students and graduate students manage the studio, organizing and running the many ways in which this space is used and offering opportunities that open broad avenues for expression. Respect for cultural, ethnic, gender and spiritual diversity is a founding principle of the studio. Unity in diversity, the birthright to pursue creative expression, and the capacity of visual arts to contain and communicate the full range of human experiences comprise the essence of our mission and focus.

Naropa Writing Center (NWC)
The Naropa Writing Center aims to be an effective resource for all members of the Naropa community. (students, staff, faculty, alumni), by providing a respectful, collaborative and engaging environment where students and faculty members of all skill levels Staff with trained graduate students with extensive writing experiences, the NWC can assist at any stage of the writing process from brainstorming and organizing to revising and delivering. We also can work on any piece of writing such as creative writing, master's theses, scholarship essays, research papers and more. The NWC is a free, drop-in service, although we do have limited appointments available in addition to drop-ins. If you are interested in consulting, the NWC also offers free writing skills workshops each semester. Please contact us for more information.

Location: Symonds Hall Hours: Monday-Thursday (10 a.m. to 6 p.m.), Friday 10 a.m. to 12 p.m. Phone Number: 303.254.4606 Email: nwc@naropa.edu
The Boulder Community

Boulder has an extensive network of community resources and support services. Referrals and resources are available for housing, health care, health insurance, counseling, food resources, emergency needs, child care and more. Resources range from brochures 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 ranging those of larger cities. Boulder is exciting, stimulating and always entertaining and the staff in Student Affairs can help students discover it.

Transportation

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. Naropa University, recognizing the positive effects of public transportation, provides all faculty, staff and students with the RTD ScoPass and access to Naropa’s bike fleet.

- RTD ScoPass: Students receive an RTD bus pass when paying student fees for each semester. This pass provides FREE transport on all regional bus routes including passage to Denver’s airport and the Boulder Golf 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 crisscross 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 lower bike fleet for daily and monthly usage. This is a free service to registered students. Students may visit the Transportation Office and show their student identification. The Transportation Office has exceeded Naropa’s bike fleet in a repair and purchase bike shop.

Parking on campus is restricted access and towing is enforced from 7 a.m. to 6 p.m. Monday through Friday and 11 a.m. to 6 p.m. on Saturday. Permits can be purchased on a first-come, first-served basis from the Transportation Office.

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.

If mailing a payment by mail, the envelope should be clearly marked “Attn: Tuition Cashier.” All payments received by mail must be postmarked by the tuition due date and are subject to late fees.

A billing statement will be sent to all students at least one month prior to the payment deadline. Payment is due the Monday before the first week of classes as shown on the academic calendar. The due dates apply 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 offers 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 Monday before classes begin. 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.

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 receive a “Third-Party Payer Form” from the Tuition Cashier. This form enables the tuition cashier 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.

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 students 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 this time, 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.

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.
Tuition and Fees
Tuition Per Credit Hour
Graduate Tuition $254
Undergraduate Tuition $571
Audit $25
Deposits
New Student Confirmation Deposit (non-refundable if the student does not matriculate) $220

MANDATORY FEES
Registration Fee $120
Summer Registration Fee $120
RTD Bus Pass Fee $30
on-campus students
Summer if registered or requested $15
(subject to change by RTD)

Late Fees
Late Application Fee $15
Graduation Clearance Form $45
Tuition Payment Late Fee ($10 interest, compounded daily) $50
Late Fee Add Fee (one day after drop/withdraw deadline) $10

PROCESSING FEES
Monthly Payment Plan Setup Fee $50/semester
Returned Check Fee $20
Duplication Student File (per page) $1
Maximum File Duplication Fee $20
Emergency Exception Processing Fee (if deemed applicable by the Policy Committee) $50

TRANSCRIPT FEES
Unofficial Transcripts $1
Official Transcripts $5
Change to Pay Transcripts $3
(in addition to transcript fee)
24-hour Service (in addition to transcript fee) $10
Overnight Express Delivery (actual cost charged by FedEx) $30

Refund Procedures
Refund for a Dropped Course or Withdrawal
The tuition bill will confirm the student's registration and
record the financial account to determine if a refund is due. If a refund is due, a check will be issued and held in the
Office of Student Administrative Services to be picked up by the student. At least one week should be allowed from the
date the drop is processed for the check to be issued.

Cash Exchange and Refund Check Policy
Once a credit balance occurs on a student's account, a check
will be issued 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. For information on refunds for
dropped or withdrawn classes and workshops, please see the
"Academic Information" section.

Failure to Pay Tuition
If a student fails to pay tuition and fees in full by the due date, the student's account will be placed on hold. The
student will also be subject to late fees and disenrollment.

If a student fails to check or drop classes according to the
grade, the student will receive a grade of "F" and is liable for tuition and fees for those courses regardless of
whether the student attended the courses if a hold is placed on a student's account, the following will happen:

1. Official transcripts and diploma will not be issued.
2. The student may not enroll in any class until all previous
balances are paid with good funds. Payment with a credit
card, cashier's check or cash is advised. If paying by check, the
check will be removed until the check clears, which may take up to two weeks to confirm.
3. A $50 late fee and an annual 8% interest rate will be charged for outstanding balances from the due date
until the check is paid in full.
4. Because of the 20-day deadline, an official 8th day delay 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
time attorney's fees, costs of litigation and collections
agency fees.
6. If tuition is not paid by the due date, a student may be
enrolled and can be administratively suspended from classes.

FINANCIAL AID

University-funded financial aid programs are coordinated with
federal financial aid programs to provide assistance to students
enrolled in Naropa's degree programs. Approximately 70
percent of Naropa degree students receive financial
aid in the form of loans, student employment,
scholarships and grants. Funds for scholarships and grants are
limited and therefore, the larger portion of aid received by
students is in the form of federal loans.

Institutional Scholarships for Degree Students
Naropa's institutional scholarships are need-based and are open to
international students unless stated otherwise. Applicants for
scholarships listed in this section must, unless otherwise
indicated, apply for financial aid by completing either the
FASFA Application for Federal Student Aid (FAFSA) or the
International Student Financial Aid Application (if applicable,
by the appropriate deadline (March 1 for FAFSA). April 1 for
International Student Application). Applicants must have completed
Admissions on file for one of the University's degree programs and submit scholarship application materials
complying with the specific requirements listed below for
the specific scholarship to which the student is applying.

Naropa Scholarship for Entering Students
Available to undergraduates and graduate students. Awarded to
a limited number of entering, full-time students in all
programs. The award amounts range from $500 to $3000
per year. Awards are based on evidence of special talents,
knowledge, work or community service experience that the
student brings to Naropa University. Decisions are made by
the student's Admissions Office. Students are accepted into a
program before being considered for this scholarship. The
scholarship is renewable, but subject to review of financial need. GPA requirements are based on the student's
Academic Information section.

Colin Wolcott Music Scholarship
Awarded to two outstanding undergraduate Music students each year by Naropa's Department of Performing Arts. The
award amount is $1,000 per student and is non-renewable. No separate application is required.

Daniels Opportunity Awards
Available to four new undergraduate students who enter
the spring or fall semesters. Students must be
either transferring from a two-year college or entering
Naropa as adult learners (age 25 or over). All residents will
have demonstrated financial need and will be residents of
the states of Colorado, New Mexico, Utah or Wyoming.
Eligible students will also show evidence of academic
promise, maturity, strong leadership and perseverance, strong
character and as a commitment to service their
local community. The award amount is $8,000 per
year until the student graduates or up to a total of ten semesters
working on his or her degree, whichever comes first. Eligible
students will be identified by the Office of Admissions and
the Financial Aid Office and invited to apply for this
scholarship.

Zeala Neale Hurston Scholarship
Awarded to selected students from diverse cultural and
erracial backgrounds for one session of the Summer Writing Program. The award amount covers partial to full tuition (for
all recipients) and housing costs (for out-of-state recipients)
for one session of the Summer Writing Program (credit or
non-credit). The scholarship is based on exceptional literary merit and promise as well as financial need. Qualified
applicants should contact the Summer Writing Program
Office to receive an application. Students should submit a
writing sample (five to ten pages) as well as a personal letter
discussing their eligibility and interest in the scholarship. Applicants need not be seeking a degree to apply for this
scholarship. The scholarship is renewable, although
students may reapply for subsequent years.

Financial Aid 29
Gill Scholars
Awarded to one junior, one senior, or one transfer (LGBTQ) student who demonstrates character and promise given to incoming freshman. The amount awarded is $4000 per student per year and is renewable up to a maximum of eight semesters. To be eligible, student must demonstrate current and past involvement in LGBT issues and how the student plans to continue involvement in these issues while at Naropa University. The student must also provide a letter of recommendation from a person who can describe the student's leadership and involvement in the LGBT community. The student may include a Statement of Intent from the admissions application with the scholarship application. 

Applications should be submitted to the director of financial aid, and will be reviewed by a committee of LGBT, Naropa University community members. Recipients must meet satisfactory academic progression towards their degree, and are expected to complete thirty-six hours of community service each semester—participation in Naropa’s LGBT student organization is an acceptable form of community service. Recipients will receive a grant toward their Naropa tuition. Funds may not be used to pay off past debts to the University. Recipients must reapply for this scholarship each year. Students are required to submit an essay describing their current or planned involvement with any group (other than Naropa’s LGBT student organization) that promotes social justice. 

The President’s Scholarship
Awarded to outstanding degree-seeking undergraduates who have completed at least one fall semester and have been admitted to the university. The award is $1500 per semester. Recipients must maintain a minimum 3.0 GPA. 

The Frederick P. Lenz Foundation
Undergraduate Scholarship
In Religious Studies
Awarded to one full-time undergraduate in Religious Studies who exhibit academic progress and an interest in and commitment to some form of contemplative practice. This scholarship, made possible by a grant from The Frederick P. Lenz Foundation for American Buddhism, is available to US citizens and permanent residents only. The award is $2500 per student per year and is renewable, although students must reapply each year. Students are required to submit an essay (one page) describing their current and past involvement with Religious Studies, how the student plans to continue involvement, and a letter of recommendation. Recipients will be interviewed by the Naropa University Religious Studies faculty. 

Applications for the Frederick P. Lenz Foundation for American Buddhism, Naropa University, The Children’s Monastery, and the Naropa Buddhist Center are due March 1. The deadline for the Naropa University Religious Studies Scholarship is April 15. For more information about the scholarships, contact the Office of Financial Aid at 303-745-3140 or via email at financialaid@naropa.edu.

Roof Memorial Scholarship
Awarded to one or more undergraduate students exhibiting financial need. Amount awarded is $5000. The donor wishes that the recipient feel a moral obligation to repay the benefaction in some way. The scholarship may continue to be awarded to deserving, life-minded students for years to come. The amount awarded is $1000 per student per year and is renewable, although students must reapply each year. Students are required to submit an essay (one page) describing their current or planned involvement with any group (other than Naropa’s LGBT student organization) that promotes social justice. Recipients must maintain a minimum 3.0 cumulative GPA. 

The President’s Scholarship
Awarded to outstanding degree-seeking undergraduates who have completed at least one fall semester and have been admitted to the university. The award is $1500 per semester. Recipients must maintain a minimum 3.0 GPA. 

The Frederick P. Lenz Foundation
Undergraduate Scholarship
In Religious Studies
Awarded to one full-time undergraduate in Religious Studies who exhibit academic progress and an interest in and commitment to some form of contemplative practice. This scholarship, made possible by a grant from The Frederick P. Lenz Foundation for American Buddhism, is available to US citizens and permanent residents only. The award is $2500 per student per year and is renewable, although students must reapply each year. Students are required to submit an essay (one page) describing their current and past involvement with Religious Studies, how the student plans to continue involvement, and a letter of recommendation. Recipients will be interviewed by the Naropa University Religious Studies faculty. 

Applications for the Frederick P. Lenz Foundation for American Buddhism, Naropa University, The Children’s Monastery, and the Naropa Buddhist Center are due March 1. The deadline for the Naropa University Religious Studies Scholarship is April 15. For more information about the scholarships, contact the Office of Financial Aid at 303-745-3140 or via email at financialaid@naropa.edu.

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 US citizens and permanent residents. The award amount is $1500 per student and is renewable. The scholarship is based on motivation to serve others and academic performance.

The President’s Scholarship
Awarded to one outstanding degree-seeking graduate student who has completed at least one fall semester and has been admitted to the university. The award is $1500 per student per year and is renewable, although students must reapply each year. Students are required to submit an essay (one page) describing their current or planned involvement with any group (other than Naropa’s LGBT student organization) that promotes social justice. Recipients must maintain a minimum 3.0 cumulative GPA. 

The Frederick P. Lenz Foundation
Undergraduate Scholarship
In Religious Studies
Awarded to one full-time undergraduate in Religious Studies who exhibit academic progress and an interest in and commitment to some form of contemplative practice. This scholarship, made possible by a grant from The Frederick P. Lenz Foundation for American Buddhism, is available to US citizens and permanent residents only. The award is $2500 per student per year and is renewable, although students must reapply each year. Students are required to submit an essay (one page) describing their current and past involvement with Religious Studies, how the student plans to continue involvement, and a letter of recommendation. Recipients will be interviewed by the Naropa University Religious Studies faculty. 

Applications for the Frederick P. Lenz Foundation for American Buddhism, Naropa University, The Children’s Monastery, and the Naropa Buddhist Center are due March 1. The deadline for the Naropa University Religious Studies Scholarship is April 15. For more information about the scholarships, contact the Office of Financial Aid at 303-745-3140 or via email at financialaid@naropa.edu.

Roof Memorial Scholarship
Awarded to one or more undergraduate students exhibiting financial need. Amount awarded is $5000. The donor wishes that the recipient feel a moral obligation to repay the benefaction in some way. The scholarship may continue to be awarded to deserving, life-minded students for years to come. The amount awarded is $1000 per student per year and is renewable, although students must reapply each year. Students are required to submit an essay (one page) describing their current or planned involvement with any group (other than Naropa’s LGBT student organization) that promotes social justice. Recipients must maintain a minimum 3.0 cumulative GPA. 

The President’s Scholarship
Awarded to outstanding degree-seeking undergraduates who have completed at least one fall semester and have been admitted to the university. The award is $1500 per semester. Recipients must maintain a minimum 3.0 GPA. 

The Frederick P. Lenz Foundation
Undergraduate Scholarship
In Religious Studies
Awarded to one full-time undergraduate in Religious Studies who exhibit academic progress and an interest in and commitment to some form of contemplative practice. This scholarship, made possible by a grant from The Frederick P. Lenz Foundation for American Buddhism, is available to US citizens and permanent residents only. The award is $2500 per student per year and is renewable, although students must reapply each year. Students are required to submit an essay (one page) describing their current and past involvement with Religious Studies, how the student plans to continue involvement, and a letter of recommendation. Recipients will be interviewed by the Naropa University Religious Studies faculty. 

Applications for the Frederick P. Lenz Foundation for American Buddhism, Naropa University, The Children’s Monastery, and the Naropa Buddhist Center are due March 1. The deadline for the Naropa University Religious Studies Scholarship is April 15. For more information about the scholarships, contact the Office of Financial Aid at 303-745-3140 or via email at financialaid@naropa.edu.
excellence in fulfillment of departmental and vocational expectations and submit a cover letter and essay describing the student's current striving toward career goals and personal evolution as a result of scholastic work and contemplative practice.

Application materials must be submitted to the Scholarship Review Committee of Student Administrative Services. For more information about the Frederick Prince Foundation for American Buddhism, students should see their website at www.fredprincefoundation.org.

Owen Weber-Weinstein Scholarship
Awarded to one incoming or returning graduate student in Wilderness Therapy, Religious Studies or to an outstanding student who has formulated an independent study or religious pilgrimage that will enhance their field of study.
The amount of the award is $1500 and is not renewable, although students may apply for subsequent years. A student submitting a letter of recommendation and an essay (one to two pages) describing declaration to the course of study and vision for the future of the Nanopa degree. Applications should be submitted to the Financial Aid Office and will be reviewed by the committee to determine if the student is qualified to apply. Upon receipt of the application the committee will determine if the student is qualified to apply. Upon receipt of the application the committee will determine if the student is qualified to apply. Return returning students applying for the scholarship must have a cumulative GPA of 3.33. Those students selected in Contingent and departmental recommendations will be considered in lieu of a GPA.

Institutional Scholarships
for Non-Degree Students
**Non-degree students are not required to complete the FAFSA or the International Student Financial Aid Application unless otherwise indicated.

Institute of American Indian Arts
Each year the Summer Writing Program at Nanopa works with the Institute for American Indian Arts in Santa Fe, New Mexico, to offer a summer scholarship to one BA student from IAI. The student is chosen by IIAI faculty in conjunction with Nanopa faculty. The student receives full tuition for the Summer Writing Program for 18 credit hours as well as housing costs during the Summer Writing Program. For more information please contact the Summer Writing Program Office at 305.945.2526.

Alme Grunbauer Award
Please see description as listed above.

Bruce Davis Memorial Scholarship
Applicants must be completing a pre-MFA through grade 12. Scholarship funds will be applied to non-credit conference fees for the pre-MFA summer education conference. A part of the MFA in Contemplative Education program, the conference takes place in June at Jamyang Mountain Center. The scholarship does not cover room and board, travel or any other conference-related costs. Applicants must submit a description of their interest (one to two paragraphs) 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.

Outside Financial Resources
Privately Funded Scholarships
Students are encouraged to apply for scholarships and grants from private foundations. Awards are also announced in May. The scholarship is not renewable.

Oakland Scholarships/Grants
Julian of Norwich Grant
Awarded to one international Creation Spirituality MLA student who demonstrates significant financial need as evidenced by the International Student Financial Aid Application. Applicants must be students from Canada, New Zealand and Australia. The award amount is $2000 per year. Recipients may reapply in subsequent years.

Creation Spirituality Grant
Awarded to one Creation Spirituality MLA student who demonstrates significant financial need as evidenced by the FAFSA or International Student, Financial Aid Application. The award amount is $2000 per year. Recipients may reapply in subsequent years.

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 Veteran's Administration branch.

Other Aid Programs Available
for 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 can work from five to twenty hours per week within the University at a pay scale ranging from $7 to $12/hour subject to taxation. Students may not work more than twenty 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 $7.50/hour. Applications are posted on the job board outside the Human Resources Office. Students receive a monthly paycheck for the hours worked each month; funds are not applied to the tuition bill. Although there is a large work-study program at the University, employment is not guaranteed for every student. Hitting at the discretion of the area supervisor; Students in the London, Logos Based Theater program are not eligible for work-study, but will be assisting with obtaining work permits.

Naropa Student Employment
This is a University-funded work program available to international students and students on the Pay scale range from $7 to $12/hour subject to taxation. International students may not work more than twenty hours per week and may not work off campus. Students are posted on the job board outside the Human Resources Office. Students may also contact offices and departments directly regarding possible positions. Students receive monthly paychecks for the hours worked each month; funds are not applied to the tuition bill. Although the University funds a large student employment program, employment is not guaranteed for every student. Hitting at the discretion of the area supervisor; Students in the London, Logos Based Theater program are not eligible for Naropa student employment; but will be assisting with obtaining work permits.

Naropa Writing Center (NWCC)
Writings Fellowships
The NWCC is looking for interested graduate students who demonstrate advanced writing ability and a commitment to writing education. Previous experience is desirable but not essential. Graduate students from all Naropa disciplines are invited to apply. Applications are due in January. Students interested in the NWCC must contact the center as soon as possible to discuss training, duties and opportunities, please call 303.245.4600. Applications are available in March and are due in July. The rate of pay is $12/hour for 4 to 6 hours per week, with other opportunities available in subsequent semesters.

Federal Stafford Loan
The Federal Stafford Loan is a long-term, low interest (variable with a maximum interest rate of 8.25 percent) need-based loan. Annual loan limits are as follows:
- Freshman Year: $12,000
- Sophomore Year: $13,000
- Junior and Seniors: $15,000
- Graduate Students: $20,000

Interest is a 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 a less than a full-time basis. The minimum monthly payment is $50, and the loan must be completely repaid within ten years.

Federal Unsubsidized Stafford Loan
The Federal Unsubsidized Stafford Loan is a low interest (variable with a maximum interest rate of 8.25 percent) non-need-based loan. Students who do not qualify for the federal subsidized Stafford loan based on need and independent students and students whose parents have been denied a PLUS may qualify for this loan. All criteria 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 loan.

For independent students, the annual limits for the combination of federal unsubsidized Stafford loans are as follows:
- Freshman Year: $12,000
- Sophomore Year: $13,000
- Junior and Seniors: $15,000
- Graduate Students: $20,000

Note to Freshmen: For Freshmen, the first disbursement of their Stafford loans will occur thirty days after the start of classes.

One-Semester-Only Loans
Stafford loans requested for one semester are subject to multiple disbursements. This means that the amount borrowed for the semester will be sent to the University in two installments—one at the beginning of the semester and one in the middle of the semester.

Financial Aid Programs for Undergraduate Students Only

Naropa University Grant
Awarded to 54% of 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.
Financial Aid for International Students

International students are eligible for Naropa University's Admissions and Financial Aid Office, or from any local college or high school. New students do not have to complete any financial aid forms. The financial aid application is on file to complete the FAFSA; however, the student must be accepted in order to receive a financial aid eligibility letter. Students are strongly encouraged to file the FAFSA on the web at www.fafsa.ed.gov and to sign the FAFSA with a PIN number, which can be obtained at www.pin.ed.gov.

Please Note:
For continuing students the FAFSA must be received by the financial aid processor by March 1 in order to be considered on time for the next fiscal year. In order to do this, federal tax returns must be completed before March 1. If the federal tax return is not completed by March 1, then the FAFSA will not meet the March 1 deadline, and students run the risk that some financial aid forms may be delayed.

Submission of FAFSA

The Financial Aid Office is required by law to report students to the Office of the Inspector General and/or local law enforcement if it is suspected that information in the FAFSA has been misrepresented or altered for the purpose of increasing financial aid eligibility or fraudulently obtaining federal funds.

2.SAR
A few weeks after mailing or electronically submitting the FAFSA to the federal processor, students receive a "Student Aid Report" (SAR). Students must read this report very carefully and follow the instructions if any data is incomplete, illegible, missing or conflicting. It should be corrected and the form should be resubmitted to the federal processor. If a student fails the FAFSA on the web, the student can make corrections online by filling a PIN number.

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 if available and the tax returns (GZ or 1120) and the verification worksheet to the Financial Aid Office. If the student fails the FAFSA based on estimated tax returns, a signed copy of tax returns will be required and 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 into a degree program, a financial aid eligibility letter and financial aid package will be sent to the student. The financial aid eligibility letter lists what types of aid the student is eligible for and the amounts for which they are eligible. The letter must be signed and returned to the financial aid office if the student wishes to accept any of the aid. Students should read the financial aid packet thoroughly so they are familiar and responsible for understanding all information contained in it.

Financial aid will be processed in full* as indicated on the eligibility letter unless the student submits a "529 Decline to Reduce Financial Aid" form included in the aid packet. If a student wishes to accept loans, the student must complete the additional steps listed below.

*Plus (Parent) loans will be processed for the amounts indicated on the PLUS Loan Request form. The amount listed on the award letter is the maximum possible.

3. Required Paperwork and Procedures for Student Loans

These must be completed before the loan application will be processed:

1. Stafford Loan Master Promissory Note—For students borrowing Stafford loans for the first time at Naropa or returning students who wish to charge their loan:

2. Loan Counseling Session

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

Other Steps for UNDERGRADUATES, CONTINUED:
1. Perkins Promissory Note—to be signed each semester a student receives a Perkins loan. New students sign the promissory note for their first semester during orientation week at the loan counseling session.

Returning students will receive the 6th semester promissory note with their financial aid packets. They must come to the Financial Aid Office in December to sign the spring Promissory Note.

2. PLUS (parent) loan application—to be completed by parent (borrower) and student.

3. TRIPRA waiver—to give our office permission to speak with anyone other than the student (regarding financial aid and academic matters) as indicated by the student.

All materials should be submitted at least four weeks prior to the start of the semester.

Deadlines

1. FAFSA Deadline

Returning Students: March 1 is the deadline to submit the FAFSA to the Federal processor in order to be considered on time for the summer and fall semesters. Financial aid applications must be received by the federal processor no later then 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 processor by March 1; however, late applications for new students will be considered for all forms of aid available. New students applying for aid for the spring semester should submit the FAFSA to the federal processor by October 1.

Financial Aid

Canadian Student Loan Program

Students who are Canadian citizens or permanent residents are eligible for additional loans through this program. Applications are available through the Canadian provincial governments.

How to Apply for Financial Aid

Academic Year, Annual Basis

Once the financial aid application process is complete, awards are available 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 2005, the 2004/05 FAFSA will be available. This form must be completed to apply for aid for both the fall and spring semesters. The 2004/05 FAFSA Income questions relate to earnings during the 2004 calendar year. Students are strongly encouraged to complete this application as early as possible. For that reason, they must use the data from their tax returns to answer the income questions. The FAFSA is available in the

Financial Aid

Bank of America

Federal Perkins Loan

Fellows are loaned 5 percent interest, need-based loans for students matriculating to the University for which repayment begins 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 $600 to $5285 for the academic year, dispersed 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 percent. Payment on principal and interest begins immediately on the PLUS loan.

Conditions for Qualifying for Financial Aid for Dependent Undergraduate Students

1. Applicants for financial aid must have completed a admission application.

2. Applicants who are U.S. citizens or eligible U.S. permanent residents must complete the "Free Application for Federal Student Aid" (FAFSA). International students must complete the International Student Application.

3. Applicants must document financial need by completing the application process and deadlines outlined below.

4. To receive a student loan, a student must never owe a refund on an award of federal or state aid or have been in default status on any student loan.

5. To receive a student loan, students must be enrolled at least half-time (at least 6 clock hours) in a program at the University leading to a degree. No financial aid is available for students who are only registered for extended transcript/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.

7. If a student receives financial aid, the student is responsible for reading and understanding all policies contained in the catalog as well as any other correspondence received regarding financial aid. The Financial Aid Office will be happy to answer questions, but correspondence regarding financial aid is every student’s responsibility and must be handled accordingly. It has been thoroughly read. Students are liable for any funds inadvertently or incorrectly distrubed to them.
Students Visiting from Other Colleges

Students planning to enroll in courses for credit at the University, whether from 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 repay more for 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. Any changes made to the student’s financial aid eligibility are based on the appeal.

Satisfactory Academic Progress

It is essential that students’ academic performance stays current with the following policies. The minimum 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 part-time course load must complete at least a half-time course load per semester.

Courses taken for credit for which a student does not receive a grade of C or better will not be counted as 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.

2. Minimum GPA per Semester

An undergraduate must maintain a minimum grade point average of 2.0 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 a student 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.

Financial Aid for Study Abroad

Students who are attending a Study Abroad program through Naropa University (Malawi, South India, Prague or Costa Rica) and any program students of Naropa University are eligible for financial aid based on the same eligibility criteria as students attending the University.

Students Visiting Another College

In the event a student wishes to attend another university for a semester (or year) without enrolling at Naropa University, the student may be eligible to participate in federal aid programs. Interested students should contact their advisor for more information.
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" for the most current tuition and fees. Living Expenses: Living expenses in Boulder are estimated to be approximately $1100 to $1400 per month.

Please feel free to contact the Financial Aid Office with any questions or for additional information. Phone: 303-469-3594, Fax: 303-442-1792, Email: finaid@naropa.edu, website: www.naropa.edu.

ACADEMIC INFORMATION

Using the Policy in This Catalog
All students are responsible for all policy printed in this catalog and the Student Handbook. Every student is also responsible for the degree requirements of the major or program as listed in the catalog for the year in which the student enters. All other policy may change year-to-year; therefore, students should obtain a free copy of both the catalog and Student Handbook annually to be aware of any changes in University policy. Some departments have approved policy that is more stringent than what is listed in the academic information section of this catalog. Students are responsible for understanding and adhering to such policies and should see their departments handbook for more information.

Exceptions to Academic and Financial Policies
The University’s status as an accredited institution requires that students and the University follow University policy if a student has outstanding circumstances that the student believes justifies an inability to follow a particular academic or financial policy; the student may apply for an "exception to policy." Requests for exceptions to policy are reviewed by the Academic and Financial Policy Committee as is appropriate. Applications for an exception to policy must be accompanied by supporting documentation including a letter from the student’s advisor. An application for an exception does not guarantee an approval. Exceptions for courses completed more than one year prior will not be considered.

Once a decision has been made, the student is notified by mail and a copy of the letter is placed in the student’s file in Student Administrative Services. Students should allow one month for a decision to be made and an additional one to two weeks for a refund, if applicable, to be issued.

Under certain circumstances, a student may be assessed a processing fee or other late address fees. Additionally, a late fee is charged for a course that has not been paid for prior to the tuition payment charges and interest charges. Exceptions to policy are only valid if received in writing and signed by the appropriate person acting on behalf of the University. Students are not to rely upon oral representatives of faculty and staff about exceptions of this nature.

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 fifteen hours of classroom contact or one hour per week over fifteen weeks. The academic year has two fifteen-week semesters (fall and spring), in addition, some graduate programs also have a required summer session. Please see individual departments for details. 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 specifically 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 ensure that the student is working towards satisfying all graduation requirements. All students must meet with their advisor prior to the end of the add/drop period.

Pre-registration
All returning degree-seeking students must 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 advisors who will review transcripts and program requirements. The advisor approves course selections, clears the student for registration via web registration and signs any supplemental registration applications that may be required (such as those for independent study or independent music lessons). Students then register via the web at their designated times.
Courses

Course Registration
Courses offered by the University are designed to meet the needs of degree-seeking students. Courses ordinarily last for fifteen 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.

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, and advise them on course selection and how students register to attend any supplemental registration that may be required, such as those for internships or study abroad. The deadline to register is the end of the drop/add period. After the drop/add period, students will receive their online registration and passwords 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 registration 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 preregistration, which occurs the semester prior to the semester for which the student is registering.

The Drop/Add Period
Students may adjust their schedule for different courses and course sections and pass/fail or letter grade options during the drop/add period. The drop/add period for most courses ends at midnight on the eighth 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.nascot.edu/Reg/registration. 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 dropping or withdrawing courses during the drop/add period.

Change of Course Status
A student attempting to register for a class that has no class lists must wait until the student is added to the wait list. As an alternative, the student will be automatically registered for the course and will be sent an email notifying the student. Students are responsible for checking their email and web registration regarding wait-listed courses.

Wait Lists
A student attempting to register for a class that has no class list must choose to be put on a wait list. An opening occurs, the student will be automatically registered for the course and will be sent an email notifying the student. Students are responsible for checking their email and web registration regarding wait-listed courses.

If the student is added to a class list, the student registers for the course. If the student is not added to the class list before the end of the drop/add period, the student will be removed from the wait list.

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 result in the student not being added to the class list. Students are responsible for following any applicable academic and student regulations. To gain permission to be in a course for which the student has not met the prerequisite or course requirement, the student must see the dean of the department the course is offered in, or the dean of the college that the course is offered in. Students must follow all policies and regulations the student's college or department has in place.

Workshops and Special Study Opportunities

Workshops
Workshops offered by the University are designed to meet the diverse needs of degree-seeking and non-degree-seeking students. A student must drop or add a workshop by midnight the Thursday before the workshop starts. The deadline for dropping workshops is the last day of the drop/add period. Workshops are more restrictive than for the University's regularly offered academic courses. Students are encouraged to speak with the sponsoring department or instructor to make sure the workshop provides what they want before registering.

How To Register for Workshops
Students register for workshops through web registration just as they would a standard course. Only those workshops listed in the Academic Courses Schedule are available for credit. 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.

Without Financial Aid
A student with outstanding financial obligations to the University must pay tuition and fees for those courses regardless of whether the student attended the courses.

Registration Holds
A student with outstanding financial obligations to the University must pay tuition and fees for those courses regardless of whether the student attended the courses.

No Shows
A student's failure to drop or withdraw from courses or workshops for which the student has registered or unregistered is no longer attending the student will receive the grade of "W." The student is liable for full tuition and fees for those courses regardless of whether the student attended the courses.

Registration Holds
A student with outstanding financial obligations to the University must pay tuition and fees for those courses regardless of whether the student attended the courses.

No Shows
A student's failure to drop or withdraw from courses or workshops for which the student has registered or unregistered is no longer attending the student will receive the grade of "W." The student is liable for full tuition and fees for those courses regardless of whether the student attended the courses.

Registration Holds
A student with outstanding financial obligations to the University must pay tuition and fees for those courses regardless of whether the student attended the courses.

No Shows
A student's failure to drop or withdraw from courses or workshops for which the student has registered or unregistered is no longer attending the student will receive the grade of "W." The student is liable for full tuition and fees for those courses regardless of whether the student attended the courses.

Registration Holds
A student with outstanding financial obligations to the University must pay tuition and fees for those courses regardless of whether the student attended the courses.
Schedule to Add and Drop Workshops
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>Last week of the quarter before the workshop starts</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Other times</td>
<td>Withdrawals approved</td>
<td>No further changes</td>
<td>No Refund allowed</td>
</tr>
</tbody>
</table>

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 results in the grade of "F" for that workshop on the student's transcript.

Special Study Opportunities
Special study opportunities include independent study, private music lessons, audited courses and courses taken through a consortium agreement. Each of these is designed to permit some latitude in nontraditional approaches to learning, because the University is committed to honoring the integrity of individual academic pursuits and nontraditional approaches to learning. Because of the need to interface our unique latitude in this area with the requirements of accreditation, special study opportunities require students to comply with extra policies and procedures. 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 Nanopa.

Students may count no more than a total of 12 credit hours of audited courses and 4 credit hours of private music lessons toward a degree, subject to department approval. For Music majors, minors and interdisciplinary studies majors there is no maximum on private music lessons.

How to Register for Special Study Opportunities
Independent Study
Independent study is considered a semester-long course. A student 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 a described study plan. The plan must include the approved supplemental independent study application with Academic Affairs and the student's signature. If a student is planning to take an independent study, the student should begin the process of registering the course at least 30 days before the semester begins to allow time to develop the proposal and obtain the proper approvals. Late adds are not permitted. It is the student's responsibility to fin 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.

A student must be in the junior or senior year or must be a graduate student to enroll in an independent study.

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 course work. To audit a course, a student must first make sure the course is available to audit. The Office of Student Administrative Services (SAS) will have a list of courses available to audit during drop/add week. This is also available via the web at www.nanopa.edu/register. Please note that workshops and summer courses are never available for audit. Audit forms are available to students during drop/add week at SAS and must be turned in by the last day of drop/add for the course with the signature of the instructor. The instructor must process forms on a first-come, first-served space-available basis. After the end of drop/add period for the course, SAS will notify a student if the student was not registered to audit the course requested if a course is full or not available to audit. The student must stop attending the course.

A student may not drop/withdraw, receive a grade of incompleteness or receive a refund for an audited course.

Weekend workshops and summer courses are not available for audit.

A student who is in the fall semester before graduation and who is registered less than full-time status is permitted to audit an additional course. 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 period. Withdrawal and refund policies for courses. A student may not drop or add private music lessons later in the semester; nor may a student withdraw or go from regular given retroactively. The regular per-credit tuition is assessed. The instructor must be approved by the music coordinator of the Performing Arts Department (PFA) before the student can register for a private music lesson. The student's "Application for Private Music Lessons" form must be signed by the Music-co-coordinator of PFA or the advisor to PFA and the student's advisor. The 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 grade due date of the semester in which the student is registered for the course.

For private music lessons the ratio of contact hours per credit hour is 3:1. Examples are available on the "Application for Private Music Lessons".

Consortium Agreements
The purpose of Consortium Agreements (also known as Individual Study Department (ISD)) is to allow students to take a semester at another school without taking a leave from Nanopa and to attract students in need of financial aid if they are taking a course at another school.

Procedure for Taking a Consortium Agreement
The Information and application packet for Consortium Agreements explains the process. However, please keep the following information in mind.

A 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 he or she intends to take is with courses work at Nanopa.

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 a consortium (not considered "residential" courses). (See "In-Residence Requirement") Graduate students may only take 6 credits out of residence while undergraduate students may take 10 credits.

All courses taken through a consortium must count toward the major but cannot count toward the minor. For graduate students, all consortium courses must count toward the major. Exception: Courses taken through consortium may count toward the major and 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 Nanopa scholarships or grants to attend a consortium school. Students should consult the Nanopa Financial Aid office with any questions about how a consortium may affect financial aid.

Requirements for Graduation
Undergraduate Study
The Bachelor of Arts and Bachelor of Fine Arts Degrees Undergraduate students must meet the minimum Requirements to receive the Bachelor of Arts degree from Nanopa University. Please see the BA and BFA requirements as listed in the undergraduate section of this catalog.

The minimum academic requirements an undergraduate student must complete to receive an undergraduate degree at Nanopa University are as follows:

1. The student must maintain a cumulative GPA of at least 2.7.
2. Only courses numbered between 100 and 499 may be counted toward degree requirements.
3. All requirements of the department must be completed as outlined in this catalog.

In-Residence Requirement and Transfer Credits
Graduate students may have a maximum of 6 credits taken outside of residence. Credits transferred from another accredited college or university (including courses taken through consortium agreement) or credits taken at Nanopa as a non-degree seeking student do not count toward in-residence requirements.

3. A I 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.

In-Residence Requirement and Transfer Credits
Undergraduate students must take at least 60 credits in residence at Nanopa. Credits transferred from another accredited college or University (included courses taken through consortium agreement) or credits taken at Nanopa as a non-degree seeking student do not count toward in-residence credits. The first semester a student is matriculated at Nanopa must be taken on campus (exception online degree programs).

If a student wishes to change a forcredit course from non-degree to degree-seekin in graduate in order to have these credits apply toward a 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.

Classification of Students
Each semester, 5.4% degree-seeking students will be classified in one of the four classes according to the total number of credit hours earned at Nanopa University and/or accepted as transfer credits.

Freshman 0-28.5 hours
Sophomore 29-59.5 hours
Junior 60-89.5 hours
Senior 90-120 hours

Graduate Study
Nanopa offers the following graduate degree:
Master of Arts
Master of Divinity
Master of Fine Arts
Master of Liberal Arts

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

1. The student must maintain a cumulative GPA of at least 2.7.
2. Only courses numbered between 100 and 499 may be counted toward degree requirements.
3. All requirements of the department must be completed as outlined in this catalog.

In-Residence Requirement and Transfer Credits
Graduate students may have a maximum of 6 credits taken outside of residence. Credits transferred from another accredited college or university (including courses taken through consortium agreement) or credits taken at Nanopa as a non-degree seeking student do not count toward in residence requirements.
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>B</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>Failure</td>
</tr>
</tbody>
</table>

SP = Satisfactory Progress

A grade of "SP" is not yet completed, but the student made adequate progress this grade can only be used in master's work and extension courses.

For undergraduate students, a grade of "C" is the minimum required course in the student's major field of study. A grade of "C" 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 "C+" or below.

Graduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>Failure</td>
</tr>
<tr>
<td>C+</td>
<td>Lower than C+</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 "B-" or below.

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

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0.0

Incomplete

In complete allows a grade of incomplete/credit [IP], which is granted to students who have failed behind in their work due to exceptional, unforeseen circumstances. A form must be completed, signed by the student and the instructor and submitted to Student Administrative Services before the grade can be given.

If grades are appropriate when (1) there are extenuating circumstances, and (2) only a small portion of the course requirements remains to be completed. If grades are assigned by the instructor at his or her discretion. If grades allow students the additional semester to complete the work. The student does not count as a semester 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. The student's attendance for the final exam will be recorded.

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

Academic Information
The deadline for requesting a grade change is the end of the second week of the semester following the semester in which the grade is given (fall semester for fall grades, and spring semester for spring grades). If no grade change is requested within this time frame, the grade will be posted on the final transcript and the student will not be able to change it.

Academic Standing, Satisfactory Academic Progress, Probation and Suspension

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 3.0. Grade point average and academic good standing do not guarantee acceptance into an internship. Consult departments for details.

Academic Probation
If a 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, (4) the dean(s) of students. The student will be placed on academic probation and notified of this status in writing by Academic Affairs. Probation status is indicated on transcripts.

Academic Progress
Students must complete a minimum number of credits each semester in order to be making Satisfactory Academic Progress according to the following schedule:

- Undergraduate Students: 10 credits per year
- Graduate Certificate Students: 3 credits per year
- Undergraduate Students: 20 credits per year
- Undergraduate Certificate Students: 10 credits per year

The schedule ensures that students will complete their program within the maximum time frame for degree completion.

Student records will be reviewed each year and those students who have not completed a minimum of the needed number of credits may be asked by their department to complete a plan for completing their degree within the allotted time (see "Maximum Time Frame for Degree Completion"). Those students who fail to comply with this plan may be suspended from the University.

Academic Suspension
Two consecutive semesters of academic probation automatically result in suspension. Suspension status is indicated on transcripts. Once on academic suspension, a student is not allowed to enroll in credit courses at the University. To reinstate an appeal to be reinstated to the University department, and special permission from the Office of the Registrar is required. A letter concerning the situation to the vice-president for academic affairs will be sent to each student who is on academic suspension for the following semesters.

The Effect of Incomplete Grades

If a student has an incomplete work, the student's degree will carry the date of the semester in which the work was completed. The dean of students and the director of financial aid (if the student receives financial aid) will receive a notice of the incomplete work. Students can avoid probation and suspension by seeking help from instructors, academic advisors, and 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 existence.

Leaving Naropa

Graduation

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
- Graduate programs:
  - Certificate programs: 3 years
  - Master's degree: 3 years
  - Ph.D. program: 5 years for completion

Applying for Graduation

Students must apply to graduate during the last semester in which all course work will be completed. 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 application.

Degree Dates

Degree dates carry the date of the semester in which a 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.

Finance Office

If a student fails to take a break from studies at Naropa, the student can save his or her place in the program for a maximum of one year by following the leave of absence procedures. If the student is in good academic and financial standing the leave is usually approved and the student may return to the University within one year without having to apply for readmission. Students who take multiple leaves of absence as long as they do not exceed a total of one calendar year may register as "Special Student Status". The student's advisor must notify the Office of the Dean of Students. Students are not eligible for financial aid during leave of absence status. The student must register for the following semester or (or) return from leave of absence within the specified time. The student may be required to complete a retroactive leave of absence request, and with approval by the Vice-President of Academic Affairs, the student may re-enroll and be considered an active student. The retroactive leave of absence will be subject to a $300 fee. The student will be advised to complete all core requirements and graduate without being readmitted to the University.

46 Academic Information

47 Academic Information
For what to do in case of a medical or family emergency see "Leaves of Absence and Withdrawal in Cases of Illness or Family Emergency."

A student's readmission, as well as the number of credits the student has earned that can be counted toward the degree the student is seeking, is at the discretion of the academic department to which he or she is applying.

The "Leave of Absence" form is available from the student's advisor. Students must return it to the following people for their signature and approval: (1) academic advisor; (2) the dean of students; (3) library; and (4) the international student affairs if appropriate and (5) the Office of Student Administrative Services.

Withdrawal Beginning in the Next Semester
A student should apply for withdrawal from the University 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 begin 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 does not withdraw may be considered an "Unknown Withdrawal" after the last day of drop/add. After the last day to withdraw from classes, withdrawal requests can no longer be accepted. For any semester sometime during that 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 a student wishing to withdraw from the University during a semester for which the student has already registered. A student who is registered for the current semester but wishes to withdraw from the current semester is encouraged to drop his or her classes and begin the process of applying for withdrawal from the University before the last day of drop/add 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 the student withdraws. 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.

Students who wish to withdraw from the University must drop or withdraw themselves from their classes.

Withdrawal and Financial Aid
If a student permanently withdraws from the University and is receiving federal financial aid and/or "Withdrawal 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 the decision regarding withdrawing from the University.

When a student has completed the paperwork for permanent withdrawal from the University, the student's confirmation deposit (minus any outstanding fees) will be refunded by mail. If the student wishes to return to the University, the student must reapply through the Admissions Office. See "Re-admission."

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

Medical and family emergencies may entitle a student to the grade of "withdrawal" (W) for courses. The student must complete the "Exception to Policy/Emergency Withdrawal" form and a health care professional must complete the "Medical Documentation" form (in the case of a medical or mental health emergency. The student must provide documentation that clearly shows that the student was unable to complete his or her work due to the emergency. The documentation will then be reviewed by the University. A new registration will be granted to the newly enrolled student. At the time of registration, the student will be notified of a new registration. The student must apply for a new registration to hold a place in the program until the student is able to return. Students withdrawing from classes due to a medical condition may be required to submit documentation or gain University approval before withdrawing. Grades of "W" do not constitute permanent withdrawal from the University.

Unknown Withdrawal
If a student does not register for any fall or spring semester and does not withdraw or fail to complete a semester, the student forfeits the continuation deposit and the student's status is changed to "Unknown Withdrawal." A student who is an "Unknown Withdrawal" is considered to have left the University and forfeits the deposit.

If a student leaves the University and she has pre-registered for courses for the subsequent semester, she must drop those courses or she will be billed for all tuition and fees for those courses and will receive the grade of "F" for those courses not attended.

A student who is considered "Unknown Withdrawal" must reapply for admission to continue studies at Naropa University. The rules of this policy are the University's belief that continuation is an integral and significant part of the educational experience. This policy applies when students (1) withdraw from the University; (2) drop or withdraw from all courses in any one semester; (3) complete all classes 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 remaining to complete a degree, and the student is still within the maximum time frame to complete the degree, that student will be allowed to submit a retroactive letter of reapplication, with approval by the academic department and advisor. The retroactive leave of absence will be subject to a $30 low fee. The student would then be allowed to fulfill the remaining requirements and graduate without reapplying 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 studies at Naropa University.

If a student drops or withdraw from all courses in any one semester and did not file a leave of absence, the student must reapply for admission to continue studies.

If a student does not return to the University after a leave of absence, the student must reapply for admission to continue studies.

If a student files a "Permanent Withdrawal from the University" form, the student must reapply for admission to continue studies.

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

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

Student Records
Permanent Change of Address
All students must inform the Office of Student Administrative Services of new addresses and telephone numbers whenever they move. 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 email registrar@naropa.edu from their Naropa email account or they may mail a change of address request with a signature to Naropa University, Student Administrative Services, 213 Anapalas Avenue, Boulder, CO 80303. Students may also fax address changes with a signature to 303.546.3516.
Temporary Change of Address

Students often take extended vacations and breaks. It is essential that Student Administrative Services be notified 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 attempts to deliver.

Change of Name

If a student changes his or her name, the student 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 a student's marital status, parent address or emergency contact has changed or is expected to change soon, the student must inform the Office of Student Administrative Services; they may need this information in case of emergency or for reporting purposes. The "Biographical Data Sheet," located outside the Office of Student Administrative Services should be used 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 www.naropa.edu for this purpose.

Transcripts for Recent Graduates

Two copies of the student's official transcripts are automatically mailed (along with diploma) after final grades have been verified and after other graduation audit checks are completed, normally eight to ten weeks after the end of the final semester. Official transcripts verifying graduation can be mailed earlier after final grades have been confirmed, normally four weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing.

Transcript Fees

Unofficial Transcript

Official Transcript

Additional Charge to Fax Transcript

Additional Charge for 24-hour SVC

Additional Charge for Overnight Express Delivery

Actual mailing cost

Transcript Holds

A hold will be placed on records if a student has not met obligations to the University. Such obligations include, but are not limited to, tuition and fees, transportation 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, unless 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 for a charge of $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 a student has not waived right of access to these letters, the student may request copies of letters of recommendation. If the student did not indicate whether right of access to the letters was waived, it will be assumed that the student waived rights. The charge for this service is $1/page.

Those who applied to Naropa University, 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, the student must have provided a self-addressed, stamped envelope.

Disputing Records

A student has up to one year after a class ends to dispute any of his or her academic records or apply for a medical or family emergency withdrawal from a class. After this time, a dispute of a student record will not be considered.

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, 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 the disclosure of directory information by filing a request in the Office of Student Administrative Services or 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.

Student Right to Know

As required by the Clery Act, Naropa's annual campus crime report as well as policies regarding crime on campus can be located on Naropa's website at www.naropa.edu/campus/security.
Academic excellence within a contemplative environment: developing the skills of body, heart and mind.

Our mission 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. Compassion begins with genuine self-acceptance and gentleness toward the self. 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.
CORE PROGRAM AT NARopa UNIVERSITY

Assistant Dean of Undergraduate Education: Angie Wadsworth
Curriculum Coordinator: Nona Olivia
Administrative Director: Jamie Balantine
Director of Advising: Jenny Dees
Academic Advisors: Jenny Dees, Deb Roach, Maya Cherry, Wendy Levin
Core Faculty: Erica Frete, Alan Hartway, Caroline Hinkle, Sudeshan Kapur, Nona Olivia, Candace Walworth
Ranking Faculty: Batian Paga, Mark Mills, Anne Parker, Michelle Pierce, Neena Rao, Melissa Roet, Sue Hammond West
Adjunct Faculty: Naorvo Brokisl, Richard Dart, Eric Dominguez, Roland Ezers, Jennifer Flemming, Jennifer Heath, Katherine Kaufman, Thanya Lowry, Reef Mast, Mar Regan, Alexandra Shergen, Chris Strickland, Ates Tacacosa, Harrison Tu

The Structure of a Naropa Baccalaureate Education

A student must meet the following requirements to receive the Bachelor of Arts degree from Naropa University:
- Earn a total of 120 credit hours with a cumulative grade point average of at least 2.00;
- Fulfill the core requirements;
- Earn the final 60 upper-division credit hours at Naropa. A grade of "C" is the minimum grade a student may receive in the required courses in the major and minor field of study;
- Complete the requirements for one of the majors (except INTO majors);
- Complete the Naropa University entry essay for assessment.

The Major

The Naropa University offers Bachelor of Arts degrees in:
- Contemplative Psychology, Early Childhood Education, Environmental Studies, Interdisciplinary Studies, Music, Religious Studies, Theological Eastern Arts, Theology, Writing & Literature, as well as a Bachelor of Fine Arts in Performance.

The Minor

The minor field is designed to provide students with experience in an alternative area of study. Students may minor in Anthropology, Contemplative Education, Cultural Psychology, Dance, Early Childhood Education, Ecology, Green Building, Horticulture, Indigenous Peoples and the Environment, Music, Performance, Religious Studies, Theatre, Traditional Eastern Arts, Visual Arts or Writing & Literature.

54 Core Program

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Core System

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 resilience to stressed and shocked systems. The basic principles of complex systems are remarkably similar whether they are human, animals, humans, families, cultural paradigms, organizations, 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 worldviews that are then ready to develop the skills to help heal and restore systems.

One of the most significant systems relationships we have today is with the natural world. Therefore, we require that 3 credits of the complex systems core be an "environmental awareness" course. These courses are designed to enhance one's awareness, understanding and appreciation of environmental issues.

Contemplative Practices

At the heart of Naropa University is a view of practice as an ongoing process, a willingness to return to the beginning, to 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 predefined 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 Naropa University and service to the world. The Core Program 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 viewpoint 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 critical perspectives. Cultural and historical studies courses guide students to analyze points of view and how culture is produced, interpreted and disseminated. Some courses address questions of power, disenchantment and the human longing for liberation. Others focus on the...
PSY 345 Developmental Psychology (3)
PSY 346 Tibetan Medicine I (2)
PSY 347 Basic Western Forms of Zen (2) (LS)
PSY 350 Humanistic Psychology (2)
PSY 354 Introduction to Transpersonal Psychology (2)
PSY 355 Dynamics of Intimate Relationships (2)
PSY 359 Learning from Trauma, Understanding its Effects and Building Personal Resources (2)
PSY 362 Nonverbal Processes (2) (CA)
PSY 366 Visual & Artic Imagery in Healing (2)
PSY 371 Personality Theories (3)
PSY 372 Presence, Voice, and Sound (2) (CA)
PSY 378 Music, Self and Others (3) (LS)
PSY 400 Abnormal Psychology (3)
PSY 425 Contemplative Psychology & Compassionate Outreach (2) (LS)
PSY 430 Exploring Dreams, Jungian Practice and Beyond (2)
PSY 446 Tibetan Medicine II (2)
PSY 447 Expressive Art Working with Individuals (2)
SOC 209 Stress and Leadership Creating a Compassionate Community (2) (LS)
TRA 260 Multi-Stage Awareness (3) (CP)

**COURSES THAT FULFILL THE LEADERSHIP AND SERVICE REQUIREMENT**

AUNT 312 International Service Learning Independent Research South India (ISAPI) (2)
ECE 450 Supervised Teaching Practicum (3)
HUM 230 Contemporary Education and Social Change (3) (CHS)
HUM 282 Martin Luther King Jr. and the Search for the Beloved Community (3) (CHS)
HUM 284 Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (3) (CHS)
HUM 286 Democracy in the United States of America, 1919–1962 (3) (CHS)
PSY 308 Embodiment and the Individual (1–4)
PSY 317 Cultural Diversity (2) (CHS)
PSY 323 Family Systems (2) (CS)
PSY 328 Gestalt Presence, Presence (1–4) (HA)
PSY 348 Global-Western Forms of Zen (2) (HA)
PSY 378 Music, Self and Others (1–4) (HA)
PSY 425 Contemplative Psychology & Compassionate Outreach (1–4)
REL 312 Spiritual Models of Social Action (3) (VVWS)
SOC 202 Chevron Peer Leadership Training (3)
SOC 209 Group Dynamics and Leadership Creating a Compassionate Community (3) (HA)
SOC 280 Compassionate Approaches to Social Action and Peace-making (3) (CHS)
WR 481 Project Outreach (1)

**COURSES THAT FULFILL THE WORLD WISDOM STUDIES REQUIREMENT**
REL 270 Earth Circles (2)
REL 155 Zen Meditation Practice (3) (CP)
REL 158W Zen Intensive (1) (CP)
REL 158W The Breaths of Simplicity: Introduction to Tibetan Buddhism (1) (CP)
REL 160 Meditation Practice I (1) (CP)
REL 170 Meditation Practice II (1) (CP)
REL 200 Introduction to Buddhism: Touching Enlightenment with the Body (3) (CP)
REL 210 Religion in Human Experience (3) (CHS)
REL 240 Foundations of Buddhism (3) (CHS)
REL 242 Mahayana Buddhism Path of Compassion (3) (CHS)
REL 250 Spirituality and Creative Expression (3) (AP)
REL 255W Mahayana Meditation (1) (CP)
REL 258 Monthly Meditation Intensive (1–3) (CP)
REL 310 World Wisdom: The Jewish Experience (3)
REL 312 Spiritual Models of Social Action (3) (LS)
REL 314 Contemplative Islam (3) (CP)
REL 320 Contemplative Judaism (3) (CP)
REL 322 Sacred Earth (3)
REL 325 Contemplative Christianity (3) (CP)
REL 396 Contemporary Buddhism (3) (CP)
REL 398 Tibetian Buddhism (2) (CHS)
REL 380 Religious and Philosophical Foundations of Buddhism (2) (CHS)
REL 384 Buddhist Traditions: Skilss (3) (AP)
TRA 100 Shambhala Meditation Practice I (3) (CP)

**UNIVERSITY OF COLORADO CONSORTIUM AGREEMENT**

This is in agreement between Naropa University and another accredited college or university that allows students to take courses at another college or university that is accredited by the University of Colorado while still attending Naropa or one of Naropa's study abroad programs or attend another school as a visiting student. Naropa University's degree-seeking students receive in-state tuition rates at the University of Colorado through the consortium program.

**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 intercultural activities, students deepen their love of learning and gain a more thorough understanding of the 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 and Intercultural Education for application procedures and selection criteria.

**CORE PROGRAM COURSES**

Undergraduate:
100–199 Introductory courses open to all students
200–399 Intended for first-year and second-year students
400–499 Intended for seniors

- Online course
- FA Offered in fall only
- SA Offered in spring only
- SU Offered in the summer only
- RASP Offered in both spring and fall
- SAP Offered through a study abroad program

**FIRST YEAR SEMESTER (FYS)**

**FYS 110 A**

- First Year Seminar: Mavericks, Makers, and Hierarchies (3)

This seminar is a broad survey of innovative people, upsetting the status quo from the fringes and impacting the creative cultural paradigm shifts. Class sessions will be lectures and discussions on weekly reading and experiential assignments from a wide range of primary source literature and art representing a variety of cultures to the modern world and art making. Both in the East and West, these voices will speak to us first hand in their writings, art and activities. Students will submit written weekly responses to readings, participate in class presentations, produce a thesis paper, and be quizzed on the readings. The class addresses low-division pedagogical goals in Information Literacy (writing and rhetoric), Historical consciousness, global, intercultural and multicultural awareness, critical thinking and analysis.

**FYS 110 B**

- First Year Seminar: Imagining the Other/Inverting Difference (3)

While some say that "opposites attract", we also know that when we recognize that people are different than we are, we often conclude that difference has meaning to begin with, in this interdisciplinary and multicultural/historical survey course we will read literature and see films that allow us to investigate the representation of "Others". We will also read secondary material about Lewis's novel, but that is about the theoretical study of "Othersmen" Students will be assigned to the novel the various reading and writing assignments, and to interpolate the tendency to romanticize and make exotic "Othersmen"—a response that sometimes helps to be a corrective to exoticism and romanticizing. Each class discussion, small group work and various writing assignments, the student will analyze the material at hand. The class addresses the low-division pedagogical goals in Information Literacy (writing and rhetoric), aesthetic judgment (understanding creative expressions and responses) and historical consciousness.

**FYS 110 C**

- First Year Seminar: Cultural Contexts of Ralph Ellison's Invisible Man (3)

This course will examine the cultural and historical contexts of Ralph Ellison's Invisible Man, the Folio Edition of an African American novel written by the writer of the world's most beautiful African American novel. Invisible Man, Ellison has added elements of African American culture (rhythms, jazz and the blues, vernacular speech) and placed them in a sociopolitical context of the Great Depression, black migration and the Cold War. We will begin the course with a close reading of the novel, paying attention to the plot and narrative devices. From there, we will launch into discussions and projects that are determined by student interest in the cultural, political and historical issues we have developed. Students will identify and design instruction around projects as well as learning outcomes.

The class addresses low-division pedagogical goals in Information Literacy (writing and rhetoric), Historical consciousness, Intercultural and multicultural awareness, critical thinking and analysis.
FYSTBA
First Year Seminar: History of the Atomic Bomb (3)
This seminar will be a broad survey of the atomic bomb, the atomic age, the aesthetic movement of the 1960s, its roots in early modernism and contemporary manifestations in fine and performing arts. Class sessions are conducted as dialogues and weekly reading assignments drawn from European history and literature, art history and criticism, aesthetics, and performance theory. Students submit written responses to readings and a series of short papers on relevant topics. The class addresses twentieth-century pedagogical goals in the areas of Historical Consciousness, Aesthetic Judgment and Writing and Reading, and fulfills the general education requirement in Cultural and Historical Studies. SF

HUMANITIES (HUM)
HUM 155
Nonviolence in and through History (3)
We now have a rich record of creative experiments in the application of the laws of love and self-suffering in personal and social change. Though not yet a fully developed art, nonviolence offers 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. SF

HUM 234
Twentieth-Century African American Thinkers (3)
This class will examine the people of African descent in this country, who have resisted oppression in a myriad of ways in their relentless struggle for freedom. African Americans have broadened and deepened the meaning of democracy in pressing the nation to be more open and just; they have contributed richly to the corpus of modern political and social thought. Their contribution to the expansion of democracy is a major piece of U.S. History. This course will explore the meaning of African American thought through the primary writings of thinkers: activists such as Booker T. Washington, W.E.B. Du Bois, Ida B. Wells-Barnett, Howard Thurman and Martin Luther King Jr. SF

HUM 235
Democracy, Education and Social Change (3)
This class will provide opportunities for students to experiment with theories and practices of democracy, education and social change. In addition to exploring texts that address issues of democracy and education, students will engage in participatory democracy by working with a group of students in a local school. The class will meet for one hour a week on the Arbuckle campus and for three hours a week in one of the Lafayette public schools. Students are encouraged to commit to this program for the entire academic year. Students who stop with the program for two semesters will be eligible for a $1000 Americorps award. PASS

HUM 236
Current Events: Home and Abroad (3)
These classes will be a broad survey of current events and the history behind them to comprehend our lives and futures. The process begins at home and abroad by understanding where we live, study and work, as well as global issues that affect all of us. Students will examine social and political factors and trace the foundations for an upcoming Naropa student newspaper. By learning to appreciate how complex and layered issues are, we gain stronger tools for discussing an engaging and creative world and through the newspaper—provide greater cooperation with the Naropa community. PASS

HUM 238
Western Philosophy I: The Fox and the Hedgesign (3)
Western philosophy begins with the thought of ancient Greeks and Romans. The nature of being itself and constructing a rational world were examined as they moved from a mythological worldview to one of science and logic. With a focus special 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, logic, 19th, Christianity and modern post-modern students produce a portfolio of their philosophical vocabulary and composition. PASS

HUM 237
Theophrastus of India and Digests (3)
This course will examine the thinking of postcolonial, Third World and other displaced subjects living in the West. We will explore many of the shared themes, metaphors and symbols of these films, among those alienation, displacement, isolation, discrimination, borders, migration, homelessness, nostalgia and home-seeking. We shall also examine and discuss certain styles that characterize these films, many of them demonstrating, for example, the absence of 19th-century, interclass and interethnic characteristics. In most of these films, identity is not fixed but it is represented as a process of becoming and transformation. PASS

HUM 241
Systems Thinking: Order & Chaos (3)
In this course we will explore the exciting and innovative scientific paradigm of the late 1960s by applying the new ideas as wholesmith, chaos theory, morphic resonance and the interconnectedness of life. Through a balance of lecture, experimental exercises and wide-ranging discussions, we will use systems thinking to understand our human experience and the world in which we live. Class readings and videos include such authors as Capra, Gregory Bateson and Rupert Sheldrake. PASS

HUM 243
Western Philosophy II: Of Goods and God (3)
Western philosophy continues developing after the fall of Rome. From Augustine of Hippo to Thomas Aquinas, through the rationalism and empiricalism of the 1800s. Understanding the impact of these, students will examine the attempts to construct a metaphysical and systematic system of thought. Students produce a portfolio of their philosophical vocabulary and composition. PASS

HUM 246
Issues of Global Poverty (3)
This course introduces students to the key theoretical perspectives on development and some of the major themes of this world poverty. Causes of poverty will be explored in the context of the development models that nations have pursued in the last hundred or more years. An important aim here will be to raise awareness about the extent of poverty globally including the United States of America. We will examine ways of measuring the worst effects of poverty. Equally, this course will explore statistical and practical lifestyle alternatives for a just and equitable world economic order. PASS

HUM 282
Society After King, Jr. and the Search for the Beloved Community (3)
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. PASS

HUM 284
Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (3)
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 socialism emerged in his post-McCarron months. The course explores the link each saw between personal and social transformation and how they changed themselves and their world. PASS

HUM 285
Western World: Recalibrating the Mind to Serve the Emerging Spirit (3)
This course presents a series of lectures by former Naropa University Chair and Professor Robbi Zulman Schiehser. Storytelling the important philosophical questions with the emerging shift of our cosmology, this course is designed to nourish the human spirit and promote critical thinking. PASS

HUM 286
Democracy in the United States of America, 1919-1968 (3)
The promise of freedom that lay at the heart of the American Revolution was increasingly fulfilled for generations. For too long the nation ignored its high ideals that demand millions of women and men to fulfill 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 twentieth-century social change movements that helped to create a more democratic and open nation. PASS

HUM 341
Systems Thinking II: Human Experience (3)
What are the limits and contradictions to our experience as human beings? Is freedom an illusion? We will explore these 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. This course will partially fulfill the elective requirements for the BA Contemplative Psychology and the Transpersonal and Humanistic Psychology concentration within the BA Contemplative Psychology program. PASS

Core Program
SOCIAL SCIENCES (SOC)

SOC 202
Orientation Peer Leadership Training (1)
This course provides a unique opportunity for current students to learn lifelong skills and co-create an intimate community that benefits new Nipomo students begin their journey. Prior to fall orientation, students will be trained at communicating and group facilitating, building intimate communities, discussing diversity issues and activity planning. Upon completion of training, students serve as orientation peer leaders and facilitators to groups of new students for one week by providing support, resources and activities during their transition. PA.

SOC 269
Group Dynamics & Leadership: Creating Compassionate Community (3)
As a group, we will explore the question: "What are the elements and processes of a balanced and compassionate community?" This course integrates lecture and discussion format with the experiential educational method of direct community living. Topics include models of communities and community development, the role of conflict and conflict resolution, power dynamics, diversity, and the relationship between the individual and the group "self." Students will study and practice group leadership skills, as well as the interpersonal and communication skills helpful to effective, compassionate action. Grading based on participation in house meetings, completion of weekly assignments and final project. Open to I.A. Singh House residents only. PA.

SOC 280/MFL 252
Contemporary Approaches to Social Action and Peacemaking (3)
This class will examine the radical possibility of fully integrating one's spiritual path with a path of social activism. We will explore contemplative approaches to social issues, focusing on the movement known as "socially engaged Buddhism," or more broadly as "socially engaged spirituality." Drawing on traditional and contemporary teachings, this class will investigate the individual journey necessary to engage the world from a contemplative ground. The class will be highly experiential, introducing students to practical tools for activism and peacemaking. We will create in class a socially engaged community for collaborative learning and spiritually grounded activism. PA.

WRITING (WRL)

WRL 159
Writer's Craft (3)
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 more 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 thirty pages in length. Readings are selected from diverse contemporary writers of creative non-fiction. FA/SR.

WRL 225
Art of the Scholar: Reading, Writing and Research (3)
In Writer's Craft, your writing focused on "starting where you are," what Tungpa Rinpoche calls "whoever you are," which is the writer you are at this moment. After Art of the Scholar, you will meet yourself not only as a writer, but also as a burgeoning scholar—an engaged learner. We'll practice the art of scholarly investigation—building a set of research, writing and presentation skills—that will support your undergraduate education. Each section meets twice a week—once a week for an hour and one day for one hour for the writing and research talk/sharing program and works with a different thematic focus while concentrating on the following objectives: introducing concepts, questions and theories within the specified discipline, introducing these topics through multicultural and interdisciplinary lenses; acquiring the skills needed to locate, evaluate and employ research; writing an eight to ten-page analytic research paper with standard conventions of written styles; acquiring the skills needed in giving oral presentations. FA/SR.

Section A: The Novel of Africa and Beyond
This section will read four novels by African and African American writers, noting similarities and differences between the two in terms of style, voice, theme, theory and the like. We will start with Tsitsi Dangarembga's Nervous Conditions and analyze it through a number of lenses: historical, economic, literary, feminist, Marxist. The overarching themes of the class are colonialism, globalization, assimilation, urban migration, the role of education, gender relations and more. FA.

Section A: Lines & Breaks in Contemporary Poetry
In this section, we will investigate innovative contemporary American poetry. The movements and schools we'll study include Black Mountain School, The Beats, New York School, Black Arts Movement, Language, and ethnic poets. Our investigation will touch on Charles Olson's "Projective Verse," Frank O'Hara's "Personism" and Anselm Bieber's "The Myth of a Negro Literature." Among others, we'll also consider how these writers align themselves and break with tradition—and each other. You'll have an opportunity to join the dialogue by focusing on a poet of your choice and researching "other" work, influences, background, image and politics. SP.

Section B: Sophocles, Shakespeare and Soyinka—Performing History
This section will analyze classic dramatic pieces and postcolonial reinterpretations of them. For example, we will be looking at The Bacchae and then, SoyinkA's The Bacchae of Euripides and examining them in terms of how they speak for Greek and Nigerian society respectively. What changes does SoyinkA make and why? You will be able to research and write about the pair of plays of your choice—and beyond those read in the class if you want. SP.

WRL 233
Seminar in Reading and Writing: The Socially Engaged Imaginative (3)
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 will be discussion and readings (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. FA/SR.

WRL 234
Creative Writing and Literature Seminar (3)
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 perplexed and delighted humans across cultures—desire, transgression, the abuse of power and the quest for freedom. Along the way, we discover scrapbooks, topos, 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 literature. Each student will complete a manuscript of original writing for this course. FA/SR.
“Learning is the interplay of discipline and delight.”
—Chogyam Trungpa, Rinpoche

Contemplative education has been practiced at Naropa University and affiliated pre-K-12 schools since 1974. This department, since its inception in 1990, has been founded on a non-sectarian, yet distinctly Shambhala Buddhist approach to teacher education. Through the use of mindfulness/awareness meditation and related exercises, students develop clarity, depth, delight, openness and synchronization within themselves. In the course of the academic journey these qualities are extended to students’ relationships in learning environments—manifesting as compassion, insight and skillful means in teaching. Various Western holistic pedagogies are studied in order to broaden students’ awareness of the wide range of choices available in developing a meaningful and authentic teaching style. The intention of the program is for our students to become courageously genuine and empathetically transformative teachers. The department offers a Bachelor of Arts in Early Childhood Education and a low-residency Master of Arts in Contemplative Education.
UNDERGRADUATE STUDY
Bachelor of Arts in Early Childhood Education
The Early Childhood Education (ECE) major draws upon the richness of Boulder’s contemplative early education community, including Alfaya Preschool, Nenapsi lab school. Program courses emphasize the integration of mindfulness-awareness with holistic teaching practices. Observation-based child development courses emphasize emotional development. Students explore contemplative teaching skills drawn from holistic and spiritual traditions, such as Reggio Emilia, Villaor, Montessori, and Steiner. Teaching skills grow from firsthand observation and practice and course study with master teachers in a variety of contemplative preschool settings. Other courses involve experimental anatomy of early movement, contemplative teaching methods and current issues in education offered by outstanding regional educators.

Declaration of Major
Declaring a major in Early Childhood Education requires
- a GPA of at least 3.0
- a letter of interest or intention
- an interview with the department.
The application deadline is October 30 for spring enrollment and March 1 for fall enrollment.

REQUIREMENTS: BA EARLY CHILDHOOD EDUCATION
First Semester
ECE 200 Foundations of Contemplative Education (3) 86
ECE 320 Teaching Methods Workshop I (3) 86
ECE 380 Observing Early Development (1) 86

Minor in Contemplative Education
ECE 200 Foundations of Contemplative Education (3)
ECS 330 Holistic and Contemplative Teaching Traditions (3)
ECS 401 Mind and Learning Styles (3)
TOTAL CREDITS 9

Minor in Early Childhood Education
To complete a minor in Early Childhood Education, completed of either 9 or 10 credits of course work, a student is required to take ECS 300 and then select from the following courses:
ECE 200 Foundations of Contemplative Education (3)

Choose three of the following courses:
ECS 310 Kindergarten Magic (2)
ECS 380 Observing Early Development I (2)
ECS 385 Observing Early Development II (2)
ECS 420 Energy & Expression in the Classroom (2)
ECS 430 Teaching Young Children (3)
TOTAL CREDITS 9-10

Certificate Program in Early Childhood Education
A one-year certificate program in Early Childhood Education is available. Please see www.nepaud.edu/philanthropy for more information. The certificate in early childhood education is not a teaching certificate, but is designed for those who wish to reinforce themselves in a contemplative education program for one year.

GRADUATE STUDY
Master of Arts in Contemplative Education
The MA in Contemplative Education is a two-year, professional-development degree for practicing teachers from all levels of instruction and others interested in a non-sectarian approach to teaching and learning.

The low-residency, 36-credit degree program is primarily online and combines 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 primarily from the Tibetan contemplative traditions, the curriculum offers a path of personal nourishment and effective pedagogy.

The program begins in the summer with a three-week residential program. This is followed by two online courses in each of the fall and spring semesters. The second year repeats this sequence, except the Thesis Seminar is the only on-campus course. The program is completed during the third summer conference with the thesis presentation.

Summer retreats are typically held from late June to early August at Prahob Mountain Center in Red Feather Lakes, Colorado, and focus on the contemplative transformation of the teacher. Online seminars apply contemplative approaches to each student's classroom, as well as extend academic studies of spiritual approaches to teaching learning, and human emotional development.

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 helps sustain individual, often isolated, contemplative teachers as they confront the day-to-day challenges of bringing non-attachment spirituality into all types of classrooms.

ADMISSION REQUIREMENTS:
- MA CONTEMPLATIVE EDUCATION
  1. Standard graduate admission requirements (see p. 17)
  2. Supplemental Application
  3. Technology Form
  4. Phone or in-person interview
  5. A basic academic background in the areas of child and human development

- Previous teaching experience at any level of instruction or commitment to work in the field of education
- A willingness to participate in mindfulness meditation and related awareness exercises as an integral part of the academic journey

REQUIREMENTS:
MA CONTEMPLATIVE EDUCATION
First year, summer
EDS 350W Summer Education Conference I (1)
EDS 600 Presence in Teaching (1)
EDS 605 The Contemplative Teacher (3)
EDS 625 Community Practice Seminar I (2)
SUBTOTAL 7.5

First year, fall (online)
EDS 530E Emotional Roots of Development (2)
EDS 635E Contemplative Teaching (3)
SUBTOTAL 6

First year, spring (online)
EDS 650E Perspectives in Spiritual Learning (3)
EDS 665E Compassionate Teaching (3)
SUBTOTAL 6

Second year, summer
EDS 350W Summer Education Conference II (1)
EDS 700 Contemplative Curriculum I (3)
EDS 705 MA in Education (3)
EDS 715 Community Practice Seminar II (2)
SUBTOTAL 7.5

Second year, fall (online)
EDS 720E Spiritual Roots of Development (3)
EDS 735E Buddhist Educational Heritage (2)
SUBTOTAL 6
Second year, spring (online)
EDS 8760 Thea Seminar (2.5)
SUBTOTAL 2.5

Second year, summer
EDS 876XV Summer Education Conference II (0.5)
SUBTOTAL 0.5
TOTAL CREDITS 36

Professional Enrichment Option
Professional development is available for credit or non-credit on a space-available basis. For more information please see www.marquette.edu/pce.

Contemplative Education Department

Courses
Undergraduate
100-199 Introduction 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.

E  Online course
O Offered in fall only
P Offered in spring only
S Offered in the summer only
AS Ph Offered in both spring and fall
A SAP Offered through a study abroad program

EARLY CHILDHOOD EDUCATION (ECE)
ECE 200 Foundations of Contemplative Education (3)
This course lays the ground for discovering the richness and dignity of ourselves and children. Through an exploration of the Shamatha/Chan approach to contemplative education and studying the principles of holistic education, we will engage in creating a dynamic and fluid philosophical base from which to build. Students will learn to work with their minds directly gently and creatively. During the class they will develop practices in mindful awareness, sensory awareness, and contemplative educational observation. These practices will enable students to better understand themselves and children without judgment and aggression. Students will be instructed in sitting meditation and be required to have a regular meditation practice. FA

ECE 205 & 255 Teaching Methodology Workshop (1)
This course will give students hands-on experience and study of a teaching method and learning materials for the early childhood 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. These workshops may be offered in a variety of settings, such as a full-service workshop or sessions of five-hour sessions or even overnight sessions over the semester. Please check the ECE Department for the current term. FASR

ECE 310 Kindergarten Magic (2)
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 impulses in relationship to the sharing the magic. Alternate FA.

ECE 320 Body Mind Development and Expression (2)
This course is the study and experience of basic body 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 will become aware of basic movement patterns in a very direct and transformative way. The class includes study of early motor development and functions of the body in movement, as it relates to early education. Alternate FA.

ECE 330/330 Holistic and Contemplative Teaching Traditions (3)
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 Shamatha, Montessori and Waldorf and also includes a brief study of Reggio Emilia and others. On the observations 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 unique and creative teaching styles. This course has a strong practical component. FAS

ECE 333/533 Emotion Development: The Basis for Practice in Working with Children (3)
This course introduces students to the contemplative psychology department. In this course students will explore the essential components of the art of emotional intelligence and the role of consciousness in education. This course will focus on the understanding and exploration of the emotional intelligence of children. FAS

ECE 340/404 Matrifying and Learning Styles (3)
During this course, students study and practice the traditional five Buddhist learning styles in relation to teaching and learning. Integrated into this approach is an exploration of multiple learning styles. Adapted from the infection of Tibetan yoga, matrifying training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of distinct styles of expression in ourselves and others. Students learn how they might manifest their emotions in their own educational journeys, in teaching, in curricular development and in creating learning environments. Prerequisites: Established meditation practice and permission of instructor FA.

ECE 400 Energy and Expression in the Classroom (2)
In this course, the art of teaching through awareness 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 learning styles within these areas such as behavior, discipline, making transitions, developing an individual sense of bodymind and creating a caring community are studied. Through observations, discussion and experiential exercises, students will learn to notice and guide the energetic needs of individuals and groups of young children.

ECE 430 Teaching Young Children (3)
This course brings a contemplative view to learning the skills necessary for teaching preschool children, emphasizing the importance of observation and reflection. This class will include lecture/discussion, observation and experiential approach. Students will utilize developmentally appropriate practice and the seven core dispositions of teaching to develop the dynamics of the child, the adult and the environment within a contemplative setting. The class will visit each of the internship settings and students will be assigned their internship placements for the spring semester.

ECE 545 Supervised Teaching Practicum (3)
This practicum provides supervised internship teaching in a contemplative preschool setting. As the culmination of the BFA program, this course is an internship with a skilled teacher who practices contemplative preschool education intern practice and is trained in all of the skills of teaching a preschool class. Students enter into regular meetings with the supervising teacher who teaches the class and the program director, Preece ECE 430, Teaching Young Children. Open to program students only. SU

ECE 499 Independent Study (1-3)

CONTEMPLEATIVE EDUCATION (EDS)

EDS 280/500W Summer Education Conference I (1)
This weekend, Spiritually 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 presentations by graduating MA Contemplative Education students. SU

EDS 285/505W Summer Education Conference II (1)
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 given the basic contemplative approach and can enter into meaningful dialogue with other educators and traditions. Prerequire: Completion of EDM 500: SU.

EDM 530c: Biedenahal of Development (3)
This class studies emotional development from Vasezham and Sosho in an attempt to engage our spiritualty. Course material encourages teachers to cultivate an empathic appreciation of emotional challenges inherent in our human nature across the lifespan. We will cover three areas: (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 are observation precepts to expand our awareness and apply our understanding. Prerequire: A teaching practice and experience with mediation. FA.

EDM 600: Reflections in Teaching (1.5)
This course explores the building blocks of form and space as the basis of the art of teaching. Since teachers are in part a reflection of their environment, they will need to understand the environment for performance actors 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 language and mindset. The goal is to learn how we as teachers can use space and acting training to refire our presence in the classroom and to improve our presence with our world. SU.

EDM 650: The Contemplative Teacher (3)
At the heart of contemplative education is the well-being of each student. 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 exist. The course will be offered to students interested in meditative and contemplative teaching. The course will be designed to explore, perceptions, observing natural rhythms, presence in teaching, working with emotions and transitions. The approach will be tailored to each student's teaching situation. Readings and discussions will support the shift to experiencing teaching as non-sectarian and spiritual. We will read from texts in the field of contemplative education and from relevant Buddhist and other spiritual teachers. The course requires meditation and online instruction. Prerequire: A teaching practice and experience with mediation. FA.

EDM 650c: Compassionate Teaching (3)
This course, a continuation of EDM 650c, explores and applies compassionate teaching in the classroom. This non-sectarian approach sees education as a spiritual journey that the teacher's inner self for the art of teaching. We will investigate the qualities of generosity, patience, discipline, exertion and knowledge's dynamics of contemplative and compassionate teaching relationships. Readings come from the field of educational theory and practice. Prerequire: A teaching practice and experience with mediation. FA.

EDM 651c: Perspectives in Sacred Learning (3)
This course explores the convergence of various traditions in holistic education, as well as current trends. The focus of the course is on "sacred learning" and "new" approaches to education. Educators and theorists have attempted to couple the sacred in sacred ways. Students will learn about the reciprocal roles 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 various traditions and to identify how they converge on the sacred. SP.

EDM 651c: Community Practice Seminar (1.5)
This seminar integrates community life learning and mediation into the student's summer retreat experience. The course includes small and whole group discussions on emergent and emerging 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 Buddhist meditation, supplemented by readings from other traditions. We will be doing siting and walking group meditation two hours each day, meeting with meditation instructors and participating in lectures and group discussions. Mindfulness meditation will also be introduced and practiced. SU.

EDM 653c: Contemplative Teaching (3)
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, fostering positive perceptions, observing natural rhythms, presence in teaching, working with emotions and transitions. The approach will be tailored to each student's teaching situation. Readings and discussions will support the shift to experiencing teaching as non-sectarian and spiritual. We will read from texts in the field of contemplative education and from relevant Buddhist and other spiritual teachers. The course requires meditation and online instruction. Prerequire: A teaching practice and experience with mediation. FA.

EDM 655c: Community Practice Seminar (1.5)
This course integrates community life learning and mediation into the student's summer retreat experience. The course includes small and whole group discussions on emergent and emerging 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 Buddhist meditation, supplemented by readings from other traditions. We will be doing siting and walking group meditation two hours each day, meeting with meditation instructors and participating in lectures and group discussions. Mindfulness meditation will also be introduced and practiced. SU.

EDM 670: Mindfulness in Education (3)
Adapted from tradition of Tibetan yoga main is a space awareness method for understanding emotions and developing compassion for others. The practice in this course begins with a personal, experiential and traditional knowledge of the five energies of the body. Attention will be placed on the individual, unifying and understanding that leads to developing skills for authentic teaching relationships with students, parents, school administrators and co-teachers. Arts and contemplative acting exercises will be integrated into this course. Prerequire: Completion of EDM 650: SU.

EDM 715: Community Practice Seminar (1.5)
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, fostering positive perceptions, observing natural rhythms, presence in teaching, working with emotions and transitions. The approach will be tailored to each student's teaching situation. Readings and discussions will support the shift to experiencing teaching as non-sectarian and spiritual. We will read from texts in the field of contemplative education and from relevant Buddhist and other spiritual teachers. The course requires meditation and online instruction. Prerequire: A teaching practice and experience with mediation. FA.

EDM 720: Spiritual Roots of Development (3)
This course will investigate the spiritual roots of human development with a focus on the validity and implications of stage theories. It will examine contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilberian theories. We will explore the implications of these theories for educational theory and practice. Students will have an opportunity to investigate the theories of their choice. SP.

EDM 735c: Buddhist Educational Heritage: The Five Qualities and the Ten Values (3)
This course studies the teachings of the Ten Values and the Ten Qualities. This course will introduce students to the Buddhist and Hindu traditions. The course will focus on the development of human potential. The course will be offered to students interested in meditative and contemplative teaching. The course will be designed to explore the qualities of generosity, patience, discipline, exertion and knowledge's dynamics of contemplative and compassionate teaching relationships. Readings come from the field of educational theory and practice. Prerequire: A teaching practice and experience with mediation. SU.

EDM 800W: Summer Education Conference III (0.5)
For graduate students the conference marks the end of the two-year program. It is a final celebration and the presentation of theses to conference participants, program students and faculty. Prerequire: Completion of EDM 880c: SU.

EDM 880c: Thesis Seminar (2.5)
This course provides individualized support for students' MA thesis work. Theses will be developed in three courses: 1) A selected aspect of the student's practical application of contemplative education in their own classroom. 2) Relevant areas of study within the broad field of spirituality in education. 3) The aspect of the student's personal spiritual journey in teaching. Thesis topics originate with the student's major area of study or "Science Curriculum," "Mindful Speech with Children," "Empathy in Parent Conferences," or "Winning with Aggression in the Classroom." The course will be required. Prerequire: A teaching practice and experience with mediation. SU.

EDM 880W: Summer Education Conference III (0.5)
For graduate students the conference marks the end of the two-year program. It is a final celebration and the presentation of theses to conference participants, program students and faculty. Prerequire: Completion of EDM 880c: SU.
"Opening to oneself fully is opening to the world."
—Chögyam Trungpa, Rinpoche

The BA Contemplative Psychology Department, founded in 1977, is guided by the principle that psychological well-being is innate. Our priority is to create an environment that encourages the personal experience of this intrinsic health to mature in the life of each student. This maturation inspires our students to care for the well-being of others.

In keeping with the mission of Naropa University, the program is energized by the interplay of 1) insights drawn from both Buddhist and Western traditions, and 2) methods that explore both mental and somatic levels of experience. This East/West—Mind/Body approach to learning remains the organizing theme of our students’ training.

Our educational objectives are three-fold: 1) intellectual mastery through rigorous academic study of Buddhist and Western psychological principles; 2) intuitive insight through the practices of meditation, healing arts and experiential learning; and 3) self-acceptance and compassionate relationship with others through deepening the integration of study, practice, and service. The department is committed to helping each student develop these competencies by combining traditional liberal arts with direct training in moment-to-moment mindfulness, awareness, and compassion. This educational process fosters skill and subtlety in interpersonal relationships, and is especially strong preparation for the helping professions. The department offers a Bachelor of Arts in Contemplative Psychology.
CONTEMPORARY PSYCHOLOGY DEPARTMENT

Chair: Jane Carpenter-Cohn
Administrative Director: Maureen O'Connor
Advisor: Voya Chantry
Core Faculty: Frank Berliner, Susan Buggs, Jane Carpenter-Cohn, Carlos Clements, Peter Grosenbacher

UNDERGRADUATE STUDY
Bachelor of Arts in Contemplative Psychology
The Contemplative Psychology major requires 36 credit hours. Core requirements include courses in psychology and meditation from the Buddhist and Hindu traditions, and courses in Western psychology. Students pursue further study in one of five concentrations: Contemplative Spirituality and Western Psychology, Body Psychology, Psychology of Health and Healing Transpersonal, and Humanistic Psychology or Expressive Arts and Well-Being. Other requirements include a community retreat in the fall semester, a service-learning internship within the Boulder/Denver area, and a final portfolio of academic papers and projects.

Declarations of Major
The process of declaring a major in Contemplative Psychology requires the following:
- GPA of 3.0
- A letter of interest/intention (one to three pages)
- An interview with the department: PSY 101

The deadline for declaring a major is October 1 for students in Sociology and March 1 for all others.

REQUIREMENTS
PSY 215 - Contemplative Psychology I: Meditation (3)

Required Courses
PSY 258 - Two-Year: Buddhist Meditation Intensive, Shambhala Mountain Center: A Program of Buddhist Practice & Study (3)

Students must have a minimum of 3 credits in each of the following two categories for a total of 6 credits:

Courses in Contemplative Spirituality
PSY 210 - Meditation: A Course in Meditation (3)

Courses in Western Psychology
PSY 223 - Family Systems (2)
PSY 234 - Perception (3)
PSY 236 - Gestalt Presence (3)
PSY 243 - Introduction to Jungian Psychology (2)
PSY 244 - Gestalt: Western Form of Zen (2)
PSY 239 - Learning from Trauma: Understanding its Effects and Building Personal Resources (2)
PSY 242 - Exploring Dream: Jungian Practices and Beyond (2)
PSY 241 - Exploring Dreams: Jungian Practice and Beyond (2)
ECO 380 - Observing Early Development I (2)
ECO 385 - Observing Early Development II (2)
ECO 404 - Systems Thinking II: Human Experience (2)
HUM 341 - TOTAL CREDITS 9

Body Psychology
Body Psychology is the practice of making meaningful connections between emotional processes and the body's expressions, sensations and symptoms. Course work 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 classical.

Required Courses
PSY 277 - Introduction to Body Psychology: Embodiment Awareness (3)
PSY 304 - Somatic Intelligence: The Neuroscience of Our Body Mind Connection (3)

Choose 5 credits from the following:
PSY 206 - Introduction to Dance Therapy (2)
PSY 207 - Embodiment Process and Movement (3)
PSY 222 - Psychology of the Five Elements I (3)
PSY 234 - Perception (3)
PSY 236 - Gestalt: Western Form of Zen (2)
PSY 237 - Learning from Trauma: Understanding its Effects and Building Personal Resources (2)
PSY 241 - Authentic Movement (2)
PSY 240 - Transpersonal Dance Practice (2)

Although both semesters are taken, only one semester may be counted toward the 6 credits.

TOTAL CREDITS 9

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 develop a diversity of ancient and modern healing methodologies and learn hands on techniques for balancing the spiritual and somatic aspects of health.

Required Courses
PSY 260 - Approaches to Healing (3)

Choose 6 credits from the following:
PSY 208 - Embodiment Process and Movement (3)
PSY 209 - The Psychology of the Five Elements I (3)
PSY 239 - Nutrition (2)
PSY 250 - Knowledge: Embodiment the Study of Movement (3)
PSY 277 - Introduction to Body Psychology: Embodiment Awareness (2)
PSY 323 - The Psychology of the Five Elements II (3)
PSY 244 - Gestalt Presence (3)
PSY 353 - Holism: Somatics (3)
PSY 237 - Learning from Trauma: Understanding its Effects and Building Personal Resources (2)

TOTAL CREDITS 9

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

Contemporary Psychology Department
<table>
<thead>
<tr>
<th>Required Courses</th>
<th>PSY 255</th>
<th>Humanistic Psychology (2)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PSY 354</td>
<td>Introduction to Transpersonal Psychology (5)</td>
</tr>
<tr>
<td>Choose 5 credits from the following:</td>
<td>PSY 225</td>
<td>Family Systems (2)</td>
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<tr>
<td></td>
<td>PSY 320</td>
<td>Gestalt Presence (3)</td>
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<tr>
<td></td>
<td>PSY 310</td>
<td>Introduction to Jungian Psychology (2)</td>
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<tr>
<td></td>
<td>PSY 333</td>
<td>Hakimi Samadhi (3)</td>
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<tr>
<td></td>
<td>PSY 348</td>
<td>Gestalt Western Form of Zen (2)</td>
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<td></td>
<td>PSY 359</td>
<td>Learning from Trauma, Understanding Its Effects and Building Personal Resources (2)</td>
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<tr>
<td></td>
<td>PSY 421</td>
<td>Scientific Research into Conscious Experience (0–2)</td>
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<tr>
<td></td>
<td>PSY 430</td>
<td>Exploring Dreaming: Jungian Practice and Beyond (3)</td>
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<tr>
<td></td>
<td>ECE 380</td>
<td>Observing Early Development I (2)</td>
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<tr>
<td></td>
<td>ECE 385</td>
<td>Observing Early Development II (2)</td>
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<tr>
<td></td>
<td>ECE 387</td>
<td>Praktur and Learning Styles (2)</td>
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<tr>
<td></td>
<td>HLM 341</td>
<td>Systems Theory: II: Human Experience (3)</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 9**

### Expressive Arts and Well-Being

The Expressive Arts and Well-Being concentration helps students develop artistic statements as a powerful therapeutic tool for cultivating the experiences integral to the functioning of a healthy person. These include spontaneity, authenticity and access to the vital energy of being alive.

#### Required Courses

| PSY 336 | Expressive Arts in Healing (3) |
| PSY 470 | Expressive Arts: Working with Others (2) |

#### Choose 4 credits from the following:

| PSY 306 | Introduction to Dance Movement Therapy (2) |
| PSY 308 | Embodiment Process and the Individual (2) |
| PSY 225D | Process Painting and Meditation (1) |
| PSY 227 | Introduction to Body Psychology, Embodiment Awareness (2) |
| PSY 364 | Presence Voice and Sound (3) |
| PSY 378 | Music, Self and Others: Expanding Intersubjective Dynamics through Music (2) |
| PSY 421 | Scientific Research into Conscious Experience (0–3) |
| PSY 470 | Expressive Arts:Working With Others (2) |
| ART 300 | The Contemplative Artist (3) |
| ECE 330 | Body-Mind Development and Expression (3) |
| MUS 230 | Improvisation I (2) |
| MUS 320 | Autonomic Movement (2) |
| PHIL 395 | Critical thinking and Communication (2) |
| TDA 250 | Multispace Awareness (2) |

**TOTAL CREDITS 9**

### Contemplative Psychology Minor

In Memoriam: Contemplative Psychology students may choose any 9 credits from PSYB courses.

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Classes for the BA Contemplative Psychology Department run exclusively in the fall and spring semesters. Please see course descriptions to find out what each class is offered.

### Certificate Program in Contemplative Psychology

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

| PSYB 315 | Buddhist Psychology I: Meditation (3) |
| PSYB 325 | Contemplative Psychology I: Compassionate Action (3) |
| Western Psychology Class (3) (depending on student's background) |
| Electives in Psychology (9–12) |
| General Electives (12) |

**TOTAL CREDITS 30**

### Contemplative Psychology Department Courses

- **Introduction to Contemplative Psychology** (3 credits) (200–299)
  - 3 credits selected from the following courses:
    - **Mindfulness Meditation** (3)
    - **Buddhist Psychology I: Meditation** (3)
    - **Contemplative Psychology I: Compassionate Action** (3)
    - **Western Psychology Class** (3) (depending on student's background)
  - **Electives in Psychology** (9–12 credits)
  - **General Electives** (12 credits)

### PSYB 101

**Introduction to Western Psychology** (3)

In this class, students will explore the history and development of psychology as it has evolved in the Western world. Students learn to better understand mental life and behavior by studying diverse Western traditions that emerged from different intellectual and cultural contexts, focusing on the contribution of therapists and clients. Specifically, students will develop their capacity to engage with different perspectives and compare them with the practice of Western psychology. This course evaluates 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.

### PSYB 217

**Cultural Diversity** (3)

Only by defining the problems we can seek answers that truly address and solve them. In this class, we explore the systemic and interuniversal nature of oppression with an intention to ultimately create a world that is free of all forms of oppression, including but not limited to racism, classism, sexism, agism, ableism and heterosexism. We develop cultural competency skills by examining the ways we actively or passively contribute to the oppression of others, and find new ways to act in actions that ground us both in the material and spiritual worlds.

### PSYB 223

**The Psychology of the Five Elements I (3)**

This course will explore the "five elements" and the system of medicine called "the five elements" (Wang Shu). Through the understanding of the corresponding relationships of the body, mind, and spirit, Chinese viewed body mind and spirit as inseparable from the world of nature. Students will explore the material and spiritual aspects related to the body and will learn about the interrelationships of the body and spirit. By experiencing the body and spirit in an active way, you will gain a profound understanding of their nature.

### PSYB 208

**Embodiment Process and the Individual** (3)

The body is a 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 the process. Out of a study of sensation, energy, emotion, perception, movement, breath, speech and touch, students will cultivate an ongoing individual practice in embodying their personal process.

### PSYB 301

**Buddhist Meditation** (3)

This course will introduce students to using food, herbs and other natural substances as an aid 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 include will be herbal history, folk medicine, natural remedies, natural medicine for children, addiction, psychiatric rehabilitation and immunity system. The class will have an East-West approach incorporating many of the principles of Oriental medicine, not mostly using native plants.

### PSYB 215

**Buddhist Psychology I: Meditation** (3)

This course introduces students to the psychological principles and living practice of mindfulness-awareness meditation—drawn from the Tibetan and Zen Buddhist traditions as well as the Israeli teachings of spiritual mentors. We explore the many ways—both obvious and subtle—in which ego-centeredness creates suffering and confusion in our lives and train students to begin to develop inner tranquility, insight, and loving-kindness as the essential foundation for working effectively with our own life challenges and those of others. Open to BA Contemplative Psychology and interdisciplinary Studies students only. Permission of department required.

### PSYB 217

**Buddhist Psychology II: Meditation** (3)

This course introduces students to the psychological principles and living practice of mindfulness-awareness meditation—drawn from the Tibetan and Zen Buddhist traditions as well as the Israeli teachings of spiritual mentors. We explore the many ways—both obvious and subtle—in which ego-centeredness creates suffering and confusion in our lives and train students to begin to develop inner tranquility, insight, and loving-kindness as the essential foundation for working effectively with our own life challenges and those of others. Open to BA Contemplative Psychology and interdisciplinary Studies students only. Permission of department required.
PSYB 239 Nutrition (3)
With an emphasis on basic human physiological nutritional requirements from four perspectives: the field of nutrition, the scientists discoveries of the twentieth century, direct experience, and from intuition. Students will acquire information and tools to determine a diet that suits them and to learn that as requirements may change during life. We will study the dietary changes in the twentieth century that underlie our most common causes of chronic diseases and death and suggest nutritional strategies to prevent those diseases.

PSYB 245W Process Painting and Meditation (1)
When used with meditation, process painting is a natural way to embrace creativity in a spontaneous, non-conscious, joyful and deeply meaningful way. Whatever artistic strategies, judgments, concepts doubt, or momentary successes are reminders to return to the innate dance of spirit. In this course, students cultivate a posture of being less concerned with outcome and more engaged with evoking the vitality, immediacy and genuineness of creative experience. This can lead to break free from the fear of enjoying process painting.

PSYB 250 Kinesthetics: Embryology of the Study of Movement (3)
Kinesthetics is the study of human movement and relates 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. Prerequisites: previous experience in movement classes and willingness to move. Others by permission of instructor SP

PSYB 255 Body Mind Centering (3)
The focus of this class is the relationship between bodies and minds through the exploration of movement. Students experience their patterns through guided development 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 Benninger and Ceramic. The class involves a study of being more aware of connections to other body systems, and movement focuses on support and alignment and integration.

PSYB 260 Approaches to Healing (3)
This class provides a basic overview of the theory and practice of various natural approaches to health and healing. Emphasis is placed upon understanding and appreciating these modalities and choosing which are appropriate. Students will research and articulate the parallels and differences of various holistic healing modalities, clarifying their personal interest for future work in the field. Not open to freshmen SP

PSYB 277 Introduction to Body Psychotherapy: Embodiment Awareness (3)
Embodiment Awareness introduces somatic psychotherapy as the process of reliving meaningful connections between cognitive process, emotional process, and the expression of the body. This class will explore the nature and basis of the relationship to their bodies. Observation techniques and experiential anatomy provides the basis for working with body-oriented psychotherapeutic process. Body/Object awareness, the development of body image and the means for working with the body metaphor and symbolically will be explored through creative process and guided explorations. Students are encouraged to apply their experiences to their daily lives.

PSYB 294 Somatic Intelligence: The Neuroreience of Our Body-Mind Connection (3)
This class provides an introduction to somatic psychotherapy 1 presents theoretical conceptualisations of the body/mind continuum emphasizing emotions, movement, perception and the nature of illness and healing as illustrated by recent scientific theories and findings. By building how our bodies and psyches were woven together, we can become aware of their interdependence and how those who live more effective7, more enjoyable experiences both for ourselves and for others. Students will learn the fundamental principles of the somatic psychotherapy field and explore in depth their relationship with advanced developmental psychotherapy theories. Prerequisites: PSYB 100, Anatomy SP

PSYB 280 Empathic Arts in Healing (3)
Empathic artists are patients in reflecting, exploring and communicating their humanity. Giving permission to emotional and psychological energies, students will use colors, paper, movement, clay and other mediums to explore more deeply into felt experience and living habitual tendencies. Basic principles of creativity as acts of change, with and without words, allowing energy to move, perspective to widen and a different, clearer, truer way to self and others. Individual and small group work develops a meaningful microscopic presence as a human, expressive community. Upper division BA and MA; others by permission of instructor SP

PSYB 315/512 Buddhist Psychology II: Mindfulness and Compassion (3)
In the master practice particular postures and specialized design rituals evoke a variety of psychological spaces from which arise different styles of thought and emotion. Students explore the major types of psychological spaces their relation to price, passion, concern, generation, frustration and aggression and the Buddhist approach to calming neural forms. Through a project, practice in specific rituals and meditation in a small group to process material more personally. Prerequisites: PSYB 215 or equivalent.

PSYB 333 Hokkai Somatosics (3)
Recognizing how mind and body jointly express and reflect deeply held, often unconscious beliefs about oneself. Students, Hokkai Somatosics 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 utilized to facilitate and transform them into new patterns that may be used in daily life. Upper-division BA students only. Others by permission of instructor FA

PSYB 336 Introduction to the Jii Shin Tara Approach: The Treatment of Shock and Trauma (3)
This course outlines the neurological, physiological and energetic consequences of shock and trauma. It presents a treatment design that includes the use of subtle energy medicine. (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 the resources necessary to resolve shock and trauma. Upper-division BA students only. Others by permission of instructor FA

PSYB 343 Conative Commumitative (1) 0.5 credits each fall
This required two-day retreat at Shambhala "Mountain Center" takes place at the beginning of each fall semester. The practices of sitting and walking meditation, tonglen and Marri Space Awareness practice, as well as relaxing with others in the beautiful mountain setting, enable the 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 warm and contemplative community with a sense of purpose and friendship.

PSYB 343/545: 345e 545e Developmental Psychology (3)
The 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. It will explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives. Prerequisites: Introduction to Psychology or permission to take BA psychology, interdisciplinary MA students only. Others by permission of instructor NAF

PSYB 346 Tibetan Medicine I (2)
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

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healing process. Topics include three-humour theory, the mind-body relationship, the healing process, disease classification, medical diagnosis, the role of diet, lifestyle, pulse, and urine diagnosis, the role of mind training, spiritual practice, and the use of herbs. Upperdivision BA students only. Others by permission of instructor SP.

PSYB 348 Gestalt/Western Form of Zen (2)
This is a combination of PSYB 332, Gestalt, Presence. May be taken without PSYB 332. Upperdivision BA students only. Others by permission of instructor SP.

PSYB 350 Humanistic Psychology (3)
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 psychoanalytic and behavioral schools that preceded it. It emphasizes the "therapeutic" and spiritual aspects of our lives as the key factors in promoting the client's potential for growth and healing. We will focus on the work of Rogers, Maslow, and Fromm, and the work of James, Whitaker, Perls, and Buber among the existentialists. Permissable Introduction to Psychology or permission of instructor: Open to BA psychology and interdisciplinary students only SP.

PSYB 354 Introduction to Transpersonal Psychology (3)
An introduction to transpersonal psychology that uses the work of Jung, Assagioli, Gindt, Wilber, Walsh, 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 an exploration of the topic through a class discussion and through the lens of transpersonal psychology. Permissable Introduction to Psychology or permission of instructor: Open to BA psychology and interdisciplinary studies students only FA.

PSYB 359 Learning From Trauma, Understanding Its Effects and Building Personal Resources (3)
This course focuses on the psychological and physical well-being of those who have experienced trauma and provides opportunities for exploring the effects of trauma, physical, emotional, and cognitive effects of trauma, and how to cope with trauma. Students will engage in a personalized "therapy diet" (from Sensory Integration Theory) for the ongoing reformatting 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. Upperdivision BA students only. Others by permission of instructor SP.

PSYB 366 Visual Arts: Imagery in Healing (3)
This course explores the role of visual arts processes, imagery, dialogue, and enactment in relation to contemplation and healing. Through a contemplative meditative format, students will explore the use of images and the role of "hand," "ground," and "inspiration" for healing. We will examine the role of visual arts in healing and the importance of integrating the body, mind, and spirit. We will use various art forms, such as painting, drawing, and sculpture, to explore different aspects of healing.

PSYB 371/571:271e Personality Theories (3)
A study of theory in the major systems of psychology including psychodynamic, analytic psychology, behavioral, humanistic, existential, Adlerian and feminist perspectives. We will discuss the philosophical and practical relationship between ethics and psychology, including controversial issues. Students will clarify, formulate and develop their own beliefs about personality and the role of personality in relation to the major schools of thought. We will explore the relationship of these traditional approaches to the contemplative and transpersonal approaches. Permissable Introduction to Psychology or permission of instructor: Upper-division BA students only. Others by permission of instructor FA/S.

PSYB 372 Presence, Voice and Sound (3)
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 songsheds such as poetry, drama, song, a piece of music or words from a journal. By listening and being heard, students will develop their art and dance as a personal statement of their personal connection to the universal and how they give the form to inform and infuse their art. Students will develop and continue skills in the use of contemplative practices of body/mind awareness as a tool for expression, exchange, animation, attendance, and process. Notes: The class will also offer support and supervision.

PSYB 375 Exploring Dreams Jungian Practice and Beyond (3)
This course will explore Jungian psychology and its role in contemporary society, focusing on the use of dreams in personal, professional, and everyday life. Students will engage in a dream-sharing process, exploring the symbolism and meaning of their dreams.

PSYB 387 Self and Others Exploring Intrapsychic and Interpersonal Dynamics through Music (3)
Music offers a powerful tool for promoting positive charge on personal, interpersonal, emotional and spiritual levels. The course will be an introduction to the understanding of music as an intentional process for personal growth and integration. This course is intended to guide you in exploring your inner landscape and your relationships with others through music, rather than investigating clinical applications of music therapy. No previous musical training is required. Upperdivision BA students only. Others by permission of instructor SP.

PSYB 420/520:240e Abnormal Psychology (3)
Through the course we will examine the mental and behavioral disorders that exist in society and the methods of treatment and support available. We will explore the causes and effects of mental illness and the role of mental health professionals. We will examine the meaning of "normal," the importance of mental health, and the role of professionals in providing care. Students will develop an understanding of the diversity of mental health issues and the role of professionals in providing care. Students will develop an understanding of the diversity of mental health issues and the role of professionals in providing care.

PSYB 424 Scientific Research into Conscious Experience (0-3)
We will explore the nature of consciousness and its role in the experience of our world. We will examine different approaches to consciousness and their implications for our understanding of the mind.

PSYB 425 Creative Psychology and Companionship in Outreach (2)
Students will further explore compassionate action through a volunteer field placement. Weekly class will explore the unique role of compassionate action in this context. Students will have the opportunity to engage with local communities and to explore the nature and impact of compassionate action.

PSYB 435 Exploring Dreams Jungian Practice and Beyond (3)
This course will explore Jungian psychology and its role in contemporary society, focusing on the use of dreams in personal, professional, and everyday life. Students will engage in a dream-sharing process, exploring the symbolism and meaning of their dreams.

PSYB 446 Tibetan Medicine II (3)
This course provides 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 personal care systems for these practices and to begin to apply Tibetan medicine to others. This course could include preceptorships in Boulder's Tibetan Medicine Clinic. Proposed topic: mind and its relationship to disease. Classes will be held from 11 am to 2 pm, with the focus on hands-on learning. Students will engage in clinical practice.

PSYB 470/570:287e Reproductive Arts: Working with Others (3)
This course, which students who have found expressive arts to be a healing medium in their own lives. The course will explore the nature of creativity and its role in fostering personal expression and development. Through a combination of theoretical and practical approaches, students will explore the use of expressive arts as a means for healing and personal growth. They will gain skills in facilitating expressive arts sessions and will have the opportunity to explore the role of creativity and personal expression in their own lives.

PSYB 482 Senior Project Seminar I (3)
The senior project seminar is the initiation—or ground—phase in a two-semester multnyatrial PROCESS, with a focus on creativity and its role in fostering personal expression and development. Through a combination of theoretical and practical approaches, students will explore the use of expressive arts as a means for healing and personal growth. They will gain skills in facilitating expressive arts sessions and will have the opportunity to explore the role of creativity and personal expression in their own lives.
“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

As planetary citizens, we are faced with difficult ethical choices in all realms of human experience: political, economic, spiritual, societal and cultural. Choosing wisely demands a deepening of personal wisdom, reciprocity with the natural world and courage to engage issues on all levels. Humans are deeply connected to their environments; therefore, the Environmental Studies Department encourages inquiry from an eco-centric and living systems perspective. Becoming wise and compassionate leaders requires engaging the whole. Thus, learning emphasizes the union of science, spirit and action, creating a balance of the contemplative and analytical approaches to understanding. The department offers a bachelor’s degree in Environmental Studies and a master’s degree in Environmental Leadership.
ENVIRONMENTAL STUDIES DEPARTMENT

Chair: Suzanne Bently
Administrative Director: Susan Murich
Undergraduate Advisor: Dan Roach
Core Faculty: Suzanne Bently, Sherry Elms, Forrest Ketchum, Anne Zorne Parker, Nien Anhamb, Ruo
Adjunct Faculty: Jane Burton, Dominica Capaccio-Ross, Richard Dart, Lorain Fox Davis, John Engel, Francesca C. Howell, Peter Martyn, Anne M. O'Shaughnessy, Marla Palmer, Mona Newton, Chuck Patterson, Susan Shieh, Jake Swift, (one Transpersonal Counseling Psychology), Mark Winding, Jim Zarka, Jessica Zeiler

UNDERGRADUATE STUDY
Bachelor of Arts in Environmental Studies
The Bachelor of Arts in Environmental Studies is a 36-credit major including 27 credits in core courses and 9 credits from one of the following areas of concentration: Anthropology, Ecology, Ecopsychology, Green Building, Horticulture and Indigenous Peoples, and the Environment. The mission of the bachelor's degree is to prepare students for lives dedicated to environmental work. Core courses focus on deep ecology and ecopsychology form the basis for a transformational relationship with nature. Through scientific study students are prepared with technical, critical and analytical skills and informed inquiry. All these combined develop the heart and mind necessary for sustained commitment to service and transformation.

Declaration of Major
The deadline for declaring a major in Environmental Studies is October 30 for spring enrollment and March 1 for fall enrollment. BA students who wish to declare their major in Environmental Studies should:
- submit a statement of interest (one to three pages);
- submit an academic paper;
- interview with an ENV faculty member;
- have a GPA of at least 2.5.

REQUIREMENTS:
BA ENVIRONMENTAL STUDIES
ENV 230 Human Systems and Evolution (3)
ENV 226 Nature, the Sacred, and Contemplation (3)
ENV 210 Applied Horticulture (3)
ENV 235 Ecology and Evolution (3)
ENV 255 Environmental Justice (3)

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ANT 311 Independent Field Research: Sikkim (SAP) (3)
ANT 312 International Service Learning: Independent Research South China (SAP) (4)
ANT 350 Globalization and Global Environmental Movements (3)
ANT 499 Independent Study (1-4)

Ecology
The Ecology concentration joins the study of ecological principles and human/earth systems. Students investigate these principles in the diverse ecosystems of the Colorado plateau.

Choose 9 credits from the following:
SOC 210 Field Ecology: Plants, Processes and Plants (3)
SOC 260 Global Ecological Issues (3)
SOC 280 Field Geology and Rivers (3)
SOC 399 Independent Study (1-4)

Ecopsychology
The Ecopsychology concentration explores the interplay between ecology and psychology. Psychologists are teaching and applied in environmental work and action, and ecological principles are applied to human psychology and society.

Choose 9 credits from the following:
ENV 228 Ecopsychology: Teaching and Learning (3)
ENV 238 Survival Skills (3)
PSY 330 Psychology of Wilderness Experience (3)
PSY 330 Journey to the Source (2)
PSY 351 Ecopsychology (3)

Green Building
The Green Building concentration offers design techniques, alternative models and hands-on learning.

Choose 9 credits from the following:
GBD 300 Green Building Design (3)
GBD 310 Indigenous Cultures and Approaches to Sustainability (3)
GBD 320 Green Building (3)
GBD 399 Independent Study (1-4)

Horticulture
The Horticulture concentration integrates academic study with hands-on experience with the land. Organic growing methods and permaculture are emphasized.

Choose 9 credits from the following:
HOR 300 Advanced Applied Horticulture (3)
HOR 310 Agroecology (3)
HOR 320 Landscape Design for Sustainability (3)
HOR 399 Independent Study (1-4)

Indigenous Peoples and the Environment
The concentration offers an understanding of place through the cultures of Indigenous Peoples in specific locations. Students consider contemporary environmental and land issues facing Indigenous Peoples. These courses provide awareness and understanding of Indigenous Peoples' contemporary political, social and cultural experiences as they relate to land, culture and survival. (These courses do not and are not intended to train anyone to participate in or facilitate American Indian or other indigenous culture.)

Choose 9 credits from the following:
ENV 285 Indigenous Peoples' Environmental Issues (3)
IPF 265 American Indian History: Land, Culture and Survival (3)
IPF 275 Earth Circles (3)
IPF 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 their department.

Portfolio
The Environmental Studies Department uses a portfolio assessment process in the BA program that requires students to create a document that reflects their unique learning journeys at Nar放出. The Environmental Studies portfolio is reviewed in the spring of the junior year and the senior year prior to graduation.

Minor in Environmental Studies
Environmental Studies students may select a minor in a different department, or select a second concentration area as listed above as their minor. Students from other departments may minor in Environmental Studies by selecting three of the core courses required for the major. Non-major students taking concentration areas as minors are required to take the major designated course in the area plus two others within the concentration. The major designated courses are ENV 200 (Anthropology, Green Building), ENV 235 (Ecopsychology), ENV 242 (Horticulture), ENV 325 (Ecology) and ENV 350 (Indigenous Peoples and the Environment).

GRADUATE STUDY
Master of Arts in Environmental Leadership
The M.A. in Environmental Leadership program integrates the study of ecosystems and human systems with a path of personal and societal transformation. The program promotes visionary and compassionate engagement with environmental issues. A balanced, integrated curriculum explores living systems theory, deep ecology, ecopsychology, group dynamics, wilderness, indigenous knowledge systems, peace making and contemplative education. The curriculum is composed of core courses (30 credits) and a 13-credit independent study component that allows students to engage in an interdisciplinary specialty. This may be accomplished through several options including an internship, research project, fieldwork, internships with environmental organizations or off-campus programs. Some Narco programs that may be used for this self-designed component.

Environmental Studies Department
**Second year, spring**  
- **ENVS 753** Meditation Practice I (1)  
- **ENVS 770** The Art & Ethics of Leadership I (2)  
- **ENVS 870** Group Dynamics/Leadership IV (non-credit) 

**Integrative Dialogue Courses AP** (1) 

**Field Course/Team Project**  
- **ENVS 780** Culture/Nature Partnership II (2) 

**SUBTOTAL 7**

### Year Two and Beyond  
**Self-Directed Component**  
- **ENVS 699** Independent Study or other Electives (13) 
- **ENVS 699** MA Portfolio Review (non-credit) 
- **ENVS 880** Master’s Thesis/Project Seminar (2) 

**SUBTOTAL 16**

**TOTAL CREDITS 52**

#### Credit Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Courses</td>
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<td>Field Intensives</td>
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<tr>
<td>Field Courses/Team Project</td>
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</tr>
<tr>
<td>Integrative Dialogue Courses</td>
<td>4</td>
</tr>
<tr>
<td>B) Envis 631 Integrative Dialogue: Exploring Indigenous Models of Leadership (non-credit)</td>
<td>1</td>
</tr>
<tr>
<td>C) Envis 880 Master’s Thesis/Project</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 52**

### Environmental Studies  
**Department Courses**  
- **Undergraduates**  
  - **100–199** Introductory courses open to all students  
  - **200–299** Intended for first-year and second-year students  
  - **300–499** Intended for juniors and seniors  
  - **400–499** Intended primarily for seniors  

**Graduates**  
- **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, Ph.D. projects, internships, field placements, etc.  

- **Online course**  
  - **PA** Offered in fall only  
  - **SP** Offered in spring only  
  - **SU** Offered in summer only  
  - **RAS** Offered in both spring and fall  

- **SAP** Through a study abroad program  

### ANTHROPOLOGY (ANT)  
**ANT 271/536**  
Cultural, Traditional and Contemporary issues of Sikkim (4)  

Students are introduced to traditional aspects of the multi-ethnic Sikkimese culture, with field trips, guest lecturers, tours of rural western Sikkim and festivals. Students explore the rich cultural offerings of Sikkim as expressed in its religions, sacred and ceremonial crafts and diverse art forms.  

**ANT 272/572**  
**India Cultural and Historical Studies (3)**  
This interdisciplinary course strives upon the expertise of guest faculty from the University of Mysore whose specialities include archeology, 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 Cheraman, the Buddhist temple in Srivilliputhur and the temple at Shravanabelagola. The course concludes with a pilgrimage to sacred sites in the neighboring state of Tamil Nadu.  

**ANT 273**  
**Arts & Culture of Bái (4)**  
Students are introduced to traditional and modern aspects of Sikkimese 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 Bái. Local specialists serve as lecturers and field trip guides.  

**ANT 283**  
**Czech Language**  
The introductory course is designed to enhance and enrich the student’s experience in the Czech Republic.
ECOLOGY (ECO)
ECO 201/510
Field Methods: Scurry, Processes and Plants (1)
This field course will explore grasslands, forests, tundra and wetlands of the Boulder Biosphere. We will observe and discuss ecological patterns, principles and processes of our local ecosystems. Students will learn to recognize and understand these environmental patterns in the Boulder Biosphere. The course is scheduled for a three-hour time slot, but will require students to allow four hours to accommodate field travel time. Emphasis is on skills in natural observation, identifying species and reading landscapes.

ECO 260/560
Global Ecological Issues (3)
This course is a seminar with open discussions on current global national and local ecological issues. Outside discussions and field trips may be included. Organized around earth, air, fire and water, the course will highlight the role each of these plays in ecosystems. Students will research and report on specific topics, chosen with the guidance of the instructor.

ECO 280/580
Field Courses: Mountains and Rivers (3)
This course will expand on the material of ECO 210/510 to other areas of field ecology including soil science, geology, water quality by hydrology and mapping. This course provides a sequel to ENV 215, Ecology and Evolution, and ECO 210, Field Ecology. These field courses need not be sequential. X

ECO 399
Independent Study (1-6)
Recommended for students doing a concentration in minor in Ecology. Best taken after required courses in this area.

ENVIRONMENTAL STUDIES (ENV)
ENV 101
Physical Geography: Beholding the Body of the Earth (3)
This course deepens our natural understanding of the earth as a living organism. The Gaia Theory and the new cosmology of the earth that is emerging in science. Within this framework we explore the formation of the earth—geology and geophysics—or one can use the "digestion," "circulatory" and other systems of Gaia. This new vision in western science can reawaken and reawaken our commitment and reciprocity with the earth. X

ENV 124
Environmental Economics (3)
This course is designed for individuals who want to understand how conventional economics theory applies to natural resource use and the environment. It will begin by introducing the fundamental principles of economics and how these are related to nature resources, globalisation, pollution, externalities, limits to economic growth, the trade-off between growth and the environment, sustainability and sustainable growth and other global ecological issues. Once students are equipped with the tools of analysis, they will then be able to analyze environmental issues from an economic point of view and also better appreciate the alternative development models such as those proposed by Schumacher and Gandhi amongst others. X

ENV 260/560
Human Systems and Evolution (3)
This course will explore the story of human evolution in relationship to ecosystems, environmental factors, and culture. Culture is understood as a living system. Major concepts in the course include multivocal cultures of evolution both biological and cultural the study of human nature in its evolution both biologically and culturally and its relationship to the earth; and concepts of reenactment and cultural relativity as they relate to multiple worldviews and understanding of the subject matter. Prerequisites: SOC 230, Culture Anthropology. ENV 250/530, Ecology, Evolution, or by permission of instructor. Required for E5 majors. X

ENV 205
Nature, the Sacred and Contemplation (3)
This course explores the individual and cultural and contemplative dimensions of the human-nature relationship. It provides the contemplative tools of modern ecospiritual awareness exercises and other nature-based awareness practices in order for students to examine and refine their own perceptions, perceptions and experiences of nature and the sacred. Prerequisites: SOC 230, Culture Anthropology or ENV 250/530, Ecology, Evolution. Required for E5 majors X

ENV 210
Applied Horticulture (3)
Observation of nature, life cycles in the garden is the basic practice and true art of garden work. This course provides an introduction to Gaia Theory and the new cosmology of the earth that is emerging in science. Within this framework we explore the formation of the earth—geology and geophysics—or one can use the "digestion," "circulatory" and other systems of Gaia. This new vision in western science can reawaken and reawaken our commitment and reciprocity with the earth. X

ENV 228/528
Ecopsychology Training: Waking Up Together (3)
ENV 703 Meditation Practice in Cultivating Awareness and Compassion in Everyday Life (1)
This course provides continuing support for students in mindfulness awareness meditation (medita pratiyapana) and the practice of loving-kindness (metta meditation) for others). It is offered in ENVF 600 and ENVF 605. 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. An all-day practice retreat is a required part of the course. Required for EL MA FA.

ENV 720 The Art and Ethics of Leadership I (3)
This course is an in-depth investigation and discussion of the theory and wisdom of leadership. Students will make an historical review of leadership, bringing Eastern and Western, traditional and innovative, hierarchical and anti-hierarchical models. Various paradigms of leadership, the successful and the misguided, will be investigated. Topics include the sources of power, the ability to lead, the strategy of conflict, and the changing leadership theory, whether leaders are born or made; the voluntary and the appointed leader; the disciplines of leadership and the causes of the seeming weaknesses of modern leadership in modern U.S. society. Required for EL MA FA.

ENV 730 Culture/Nature Partnership (2)
This term-based course is focused on the practical and theoretical issues of environmental restoration and involves a restoration project. Students are engaged in project design and execution. Aspects of this project include field methods, sampling, mapping, baseline data gathering, long-term monitoring and networking with local government, nonprofit organizations, and communities. Required for EL MA FA.

ENV 732 Mediation Practice II (1)
This course is a continuation of ENV 703 and designed to support students in continuing the practice of mindfulness awareness meditation and tonglen practice. There will be group practice and exercises, readings, discussion, and individual instructions. An all-day practice retreat is a required part of the course. Required for EL MA FA.

ENV 770 The Art and Ethics of Leadership II (3)
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 ethos of the leader. In both a theoretical and experiential mode, students will explore the skill set that means to accompany and enhance the ability to lead from a mindfulness awareness practice through effective leadership and public speaking. Students may be required to teach segments as part of the "leader as teacher" training. Required for EL MA FA.

GDB 399 Independent Study (1-6)
Recommended for students doing a concentration or minor in Green Building. Best taken after required courses in this concentration area.

HORTICULTURE (HOR)

HOR 300/520 Advanced Applied Horticulture (3-6)
This course follows ENV 200, Applied Horticulture, and focuses on an advanced level of organic vegetable gardening. Topics include vegetable garden design, composting, plant propagation and Burton growth, integrated pest management, and the interaction of the instructor's 30 texts materials fee.

HOR 310/510 Agroecology (3)
Agroecology is a design system approach to land management, combining agriculture with the local ecosystem. The course focuses on food and fiber production in relation to the natural landscape, local agriculture, and the agricultural practices from around the world. We will cover topics on sustainable use of natural resources, integrating farm diversity, renewable resources and the 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. Prerequisite: HOR 300, Advanced Applied Horticulture.

HOR 320/520 Landscape Design for Sustainability (3)
This course provides an overview of the skills and history of landscape garden design. Students learn about plants appropriate to the Stouffer climate and 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 design and development. Sketching and laying out for a blueprint plan. Experience with these skills takes place in the context of an introduction to the history of landscapes and their design and examine slides and videos of historically important gardens and visit local gardens and Native Plants. Prerequisite: ENV 2 TG, Applied Horticulture.

HOR 399 Independent Study (1-6)
Recommended for students doing a concentration or minor in Horticulture. Best taken after required courses in this concentration area.

INDIGENOUS PEOPLES AND THE ENVIRONMENT (IPE)

IPE 265/565 American Indian History/Land, Culture & Survival (3)
This course will examine relationships of tribal people to the U.S. Government and U.S. federal Indian policies from the 1860s to the present. Current policy issues and concerns affecting American Indian tribes as they relate to land and cultural survival will be analyzed. Students will complete the course with a greater understanding of American Indians whose history and contemporary issues impact their lives today. Prerequisites: ENV 255/555, Environmental Justice, FA.

IPE 275/570 Earth Circles (3)
Native peoples evoked sensitive ways of living in balance with their environment. Through story telling, archival videos and nature walks, the course will explore ancient traditional views of our shared relationships with all life. Topics include deepening the connection with Mother Earth, Natural Law and Beharati’s "Flowers of Perpetuation." PE 263 American Indian History/Land, Culture and Survival.

IPE 399 Independent Study (1-6)
Recommended for students taking a concentration or minor in Indigenous Peoples and the Environment. Taken after required courses in this concentration area.

94 Environmental Studies Department

95 Environmental Studies Department
"Watching the moon at dawn, solitary mid-sky I knew myself completely, no part left out."
—Isamu Shikkiu

Universities and colleges are composed of various disciplines that comprise a student's major. Due to the growing complexity of our world, Interdisciplinary Studies has been developed at the most prestigious universities so that students can skillfully combine elements from two or three disciplines to address their specific interdisciplinary focus. The department offers a Bachelor of Arts degree in Interdisciplinary Studies.
UNDERGRADUATE STUDY

Bachelor of Arts in Interdisciplinary Studies

The interdisciplinary studies major is creative and demanding and invites students to design a unique major by selecting courses from two or three different disciplines. Students begin the program by taking the required Gateway Seminar that surveys the history of disciplines as they are studied and as they constitute major and minor degree programs. This gateway course then turns to study the various disciplines as they are constituted here at Naropa. With this background, students work with an advisor to design a unique focus of study within two or three disciplines, as they acquire the knowledge for their distinct major. This approach ensures that students bring an informed and educated perspective to their focus of study. The students’ final seminar is the Capstone Seminar.

Declaring a Major

The deadline for declaring a major in Interdisciplinary Studies is Nov. 1 for spring admission and April 1 for fall admission. Other requirements include:

- GPA of 3.0
- Interview with the department and an application form
- Plan of study
- Sample paper already submitted to a college course
- Two letters of recommendation
- Supplemental application

Program Requirements

- Approval by chair of Interdisciplinary Studies of a Plan of Study outlining the student’s focused, achievable, individualized program.

CONTEMPORATIVE PRACTICE

Naropa University is known for its inclusion of contemplative practices that nurture self-knowledge, open-mindedness and compassion. In order to best serve an individual’s development and contribute to bettering our world, the Learning Contract must include a minimum of 3 credits in one of the contemplative practices offered at Naropa University.

INTERDISCIPLINARY STUDIES DEPARTMENT

Chair: Nora Oliva
Undergraduate Advisor: Wendy Levin
Core Faculty: Alan Hirsch, Nora Oliva

UNDERGRADUATE STUDY

Bachelor of Arts in Interdisciplinary Studies

The interdisciplinary studies major is creative and demanding and invites students to design a unique major by selecting courses from two or three different disciplines. Students begin the program by taking the required Gateway Seminar that surveys the history of disciplines as they are studied and as they constitute major and minor degree programs. This gateway course then turns to study the various disciplines as they are constituted here at Naropa. With this background, students work with an advisor to design a unique focus of study within two or three disciplines, as they acquire the knowledge for their distinct major. This approach ensures that students bring an informed and educated perspective to their focus of study. The students’ final seminar is the Capstone Seminar.

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- Supplemental application

Program Requirements

- Approval by chair of Interdisciplinary Studies of a Plan of Study outlining the student’s focused, achievable, individualized program.
“When I dare to be powerful—to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.”
—Audre Lorde

Since Naropa’s founding in 1974, the performing arts have been an integral element of the vision of Naropa’s founder Chögyam Trungpa, Rinpoché. Artists from all disciplines have come to explore how to bring the great practices of mindfulness and awareness into the artistic process and training of emerging artists. This approach has deepened over the years. Naropa’s distinguished faculty has created original teaching methods that engage students with stillness and depth of awareness as integral to the investigation of form, technique and collaboration.

The Performing Arts Department (PFAR) has as its mission the education of students/emerging artists who are skilled as performers in dance, theater and music; have confidence as practitioners of diverse artistic processes; are critically aware of the historical and cultural forces that shape art and society; and are informed by the depth and richness of contemplative view and practice. The department offers a Bachelor of Arts in Music, an interdisciplinary Bachelor of Fine Arts in Performance and minors in Performance, Dance and Theater, as well as a rich offering of electives.

Naropa University offers two distinct MFA degree programs in Theater: The MFA program in Contemporary Performance is located on campus in Boulder, Colorado. Both years of the Lecoq Based Actor: Created Theater occur in London, UK, in cooperation with the London International School of Performing Arts. Though the pedagogies, aesthetics, faculties and student bodies of these two degree programs are separate and autonomous, they share a deep commitment to technical rigor and innovative creation of new forms.
### Additional Requirements for all BFA in Performance Students
The BFA Seminars are a series of lecture courses that span the entire BFA program and are central to its view—focusing on historical/contemporary and theoretical frameworks and developing a critical/analytical approach to the study of arts and culture. PEAR 175 is a prerequisite for BFA Seminar I.

- **PEAR 175**: Cultural/Historical Awareness & Diversity Training (3)
- **PEAR 233**: BFA Seminar I (2)
- **PEAR 333**: BFA Seminar II (3)
- **PEAR 433**: BFA Seminar III (3)
- **PEAR 443**: BFA Seminar IV (for 6 or 8 semester students only) (3)

### CREDIT SUMMARY
BFA Requirements for Graduation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Freshmen:</td>
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<tr>
<td>Cultural/Historical Awareness/Diversity Training</td>
<td>3</td>
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<tr>
<td>BFA Seminars</td>
<td>12</td>
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<tr>
<td>Academic Concentration</td>
<td>6</td>
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<tr>
<td>Senior Internship/Re:View Project</td>
<td>2</td>
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<tr>
<td>Independent Study (under advisement of chair)</td>
<td>1-3</td>
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<td>Total BFA Credits:</td>
<td>16-18</td>
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### Lower-Division Transfers (15 to 59 transfer credits):

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<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>Ensemble Training Modules</td>
<td>6</td>
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<tr>
<td>Cultural/Historical Awareness/Diversity Training</td>
<td>3</td>
</tr>
<tr>
<td>BFA Seminars</td>
<td>12</td>
</tr>
<tr>
<td>Academic Concentration</td>
<td>6</td>
</tr>
<tr>
<td>Senior Interdisciplinary Project</td>
<td>3</td>
</tr>
<tr>
<td>Independent Study (under advisement of chair)</td>
<td>1-3</td>
</tr>
<tr>
<td>Total BFA Credits:</td>
<td>29-51</td>
</tr>
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</table>

### Upper-Division Transfers (60 credits or more):

<table>
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<th>Requirement</th>
<th>Credits</th>
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<td>Ensemble Training Modules</td>
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<tr>
<td>Cultural/Historical Awareness/Diversity Training</td>
<td>9</td>
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<tr>
<td>BFA Seminars</td>
<td>9</td>
</tr>
<tr>
<td>Academic Concentration</td>
<td>6</td>
</tr>
<tr>
<td>Senior Interdisciplinary Project</td>
<td>3</td>
</tr>
<tr>
<td>Independent Study (under advisement of chair)</td>
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<tr>
<td>Total BFA Credits:</td>
<td>67-69</td>
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</table>

### Minor in Performance
To minor in Performance through the BFA program, students must complete one full semester (12 credits) of the BFA program (no exceptions please) and complete a final paper. This includes all aspects of the BFA curriculum. Students seeking to minor must follow the same application process for majors (see application process above) and will be allowed into the program on a space-available basis only.

- **PEAR 410**: BFA Ensemble Training Module I (9)
- **PEAR 175**: Cultural/Historical Awareness & Diversity Training (3) or
- **PEAR 233**: BFA Seminar I (3)

**TOTAL CREDITS 12**

### Minor in Dance
Minors in Dance, students must complete a prerequisite of PEAR 203 and then complete 12 credits from the following:

- **PEAR 380/580**: Dance Technique: Movement Studies I (3)
- **PEAR 381/581**: Dance Technique: Movement Studies II (3)
- **PEAR 385/585**: Contemporary Dance

**TOTAL CREDITS 12**

### Minor in Theater
To minor in Theater, students must complete a prerequisite of PEAR 203, and then complete 12 credits from the following:

- **PEAR 211**: Performance Practice (3)
- **PEAR 250**: Freeing the Actor Within (3)
- **PEAR 350/550**: Acting: A Physical Approach (3)

Choose 6 credits from the following:

- **PEAR 223**: BFA Seminar I: New Perspectives in the Arts: Cultivating the SHI (3)
- **PEAR 325/525**: Voice and Sound (3)

**TOTAL CREDITS 12**

### ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAR 103: Dance &amp; Theater I: Wisdom of the Body</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 145: Dance of African Movement I</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 203: Dance &amp; Theater II: Investigating Performance</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 211/411: Performance Practice</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 250: Freeing the Actor Within</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 250: Contact Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 320: Authentic Movement</td>
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<tr>
<td>PEAR 325/525: Voice &amp; Sound</td>
<td>3</td>
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<tr>
<td>PEAR 350/550: Acting: A Physical Approach</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 375: Contemporary Dance Practice: Body/Mind Awareness</td>
<td>3</td>
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<tr>
<td>PEAR 380/580: Dance Technique: Movement Studies I (FA)</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 381/581: Dance Technique: Movement Studies II (FA)</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 385/585: Contemporary Dance</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 390/590: Dance Technique: Movement Studies I (FA)</td>
<td>3</td>
</tr>
<tr>
<td>PEAR 391/591: Contemporary Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 12**

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**Performing Arts Department**

104

105
GRADUATE PERFORMING ARTS PROGRAMS

MFA Theater: Contemporary Performance

Director of Performing Arts: Wendell Beaver
Chair of MFA Theater: Contemporary Performance: Wendell Beaver
Chair of MFA Theater: Leoing based: Amy Russell
Administrative Director MFA Theater: Malayas Murphy

MFA Theater: Contemporary Performance Instructors
Nanapa Faculty:
Wendell Beaver
(movement/dance, scenic technique, viewpoint)
Stephanie Stieil (psychological acting, ensemble playwriting)
Barbara Lilly (dance, contemporary arts, meditation)
Lee Moore (acting, writing, contemporary performance)
Marc Miller (music, composition)
Nanapa Academic Faculty (TBA): View and Practice
Nanapa Traditional Eastern Arts Faculty (TBA): (Kabana, ukulina, kyudadn, chuan)

Associated Artists:
Paul Morel (song creation and vocal technique)
Bob Men (vocal technique, music composition)
Mary Over (movement, choreography, directing)
Rogerto (self-recording, solo performance)
Jonathan Hart (music, writing, directing)
Barry O’Dominic (viewpoints, choreography)
Amy Russell (Leising based, creative theater)

Associated Companies:
Meredith Mark and The House
Tina Bogart and STI Company
Poisson Kaufmann and Theodoric Theater

REQUIREMENTS:

MFA THEATER: CONTEMPORARY PERFORMANCE

First year fall
First seven weeks:
Foundation somatic/Investigating physical virtuosity: developmental movement, experiential anatomy, release, dynamic alignment—Wendell Beaver
Roy Hart Vocal Work (Ethenie clinic)
Psychological acting (Grotowski based)
Contemporary arts and movement training (meditation, meditative movement, East Indian philosophy and psychology)
Barbara Lilly and Nanapa faculty

Middle three weeks:
Viewpoints: intensive Barry O’Dominic, STI Company. Beaver, Wang
Voice intensity: Ethenie clinic
Physical technique: STI Company, Beaver, Wang
Practice and Viewpoints: Nanapa faculty

Final four weeks:
Physical Training/Viewpoints/STI Company. Beaver, Wang
Voice Intensive: Barry O’Dominic
Physical technique: STI Company
Meredith Mark and The House

Second year, spring
Advanced physical technique: Continuation of semester 1 sequence
Merging vocal work: Continuation of semester 1 sequence
Ensemble playwriting/directing: Poisson Kaufmann, Stephen Wanng, guests

Third week:
Physical Training: Eastern arts intensive/Banana multiple physical and vocal technique, physical and vocal training
Dir: Meredith Mark and The House

Second four weeks:
Advanced physical technique: Eastern arts
Barry O’Dominic: Nanapa Faculty
Vocal Intensive: Roy Hart Vocal Work. STI Company
Tina’s Leading (choreography)
Group Workshop: STI Company
Physical technique: Viewpoints and movement awareness
Practice and viewpoints: Nanapa faculty

Final seven weeks:
Self-scribing Projects: Barry O’Dominic
Roy Hart Vocal Work: Ethenie clinic
Ensemble Projects: STI Company
Physical Training/TSA (Somatic Technique, Butch, Tibetan yoga)

Final first year project presentations

Second year, fall
Advanced Physical Technique:
Dance based technique, release, somatic forms, yoga—Beaver and faculty
Theater physical practice forms: Butch, Sutu, Iacou, Grotowski Pilates and corporate: STI Company, Wang
Wang and faculty full
Vocal work: merging song to text. Work/Vocal Techniques for extended voice—Roy Hart Faculty, Meredith Mark, Bob Pen, guest faculty
Acting Work: Realizing psychological work: the viewpoints, scene, classical scene—Steve Wang
Viewpoints: composition, directing, and performance techniques
Meredith Mark and Steak, Nanapa faculty

Second year, spring
Advanced physical technique: Continuation of semester 1 sequence
Vocal work: Continuation of semester 1 sequence
Ensemble playwriting/directing: Poisson Kaufmann, Stephen Wanng, guests

Production work: Continuing projects: initiated and led by the student in the context of service teaching, creating pedagogy, pure research: focusing on training issues or production
Admission to the Second Year

Not all students will be allowed to continue on to the second year; at the end of the first year the faculty will notify students who will be invited to return to complete the second year. Students will be evaluated according to the following criteria:

1. Does the student have an adequate physical instrument to meet the demands of the second year?
2. Does the student have the improvisational skills and imagination to be able to create work within the second year's pedagogical territory?
3. Is the student capable of working with his or her ensemble of peers and collaborators?
4. Is the student's level of artistic commitment to the program sufficient for the demands of the second year material?

Performing Arts Department Courses

Undergraduate:
101-199 introductory courses open to all students
200-299 interlocked for first-year and second-year students
300-499 for juniors and seniors
500-499 interlocked primarily for seniors

Graduate:
500-599 graduate-level electives and introductory courses
600-699 interlocked primarily for first-year graduate students
700-799 interlocked primarily for advanced graduate students
800-899 primarily for master's thesis, projects, internship, field placement, etc.

• Online course
• Offered in fall only
• Offered in spring only
• Offered in the summer only
• Offered in both spring and fall
• Offered through a study abroad program

MUSIC (MUS)

MUS 100:
Musical Beginnings: An Introduction to Music Fundamentals

The practice of music integrates many aspects of our being: the mind and the emotions of music theory, the ear and its sensitivity to pitch 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, and skill-building exercises. Students are also introduced to music from outside of their usual cultural references: Africa, Asia, Brazil and Cuba, and asked to consider the practice of music from different cultural perspectives. Recommended for dancers, theater students and others who would like to learn more about music as a related discipline. Prerequisite for those interested in majoring in music. No previous experience required.

MUS 103/103
Afro-Pop Ensemble (3)
From jam to concert, the ensemble will learn and perform contemporary popular music of Africa. Besides rhythms and vocal singing from the backbone of all ensembles. 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 off!

MUS 110/538
African Marimba Ensemble (2)
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 soprano, two tenor, baritone and the giant bell) along with drums and other percussion. The class is primarily hand drumming, learning music in a community setting, but students will also explore the rich cultural tradition and history of the Shona people and compare the music of Zimbabwe with other xylophone traditions in Africa and throughout the world. No previous musical experience is necessary.

MUS 200/500
Ear Training I (1)
Training in skills necessary for the performance of many types of music including classical, jazz, folk, and popular styles. Through games, exercises, theoretical analysis, improvisation and composition, students develop rhythmic perception, aural skills and an understanding of the basic principles of music theory. Topics include interval, major and minor scales, key signatures, meter and notation. Prerequisite: MUS 100 or equivalent, FA.

MUS 205/546
Classical Indian Texts (2)
This course is an introduction to traditional North Indian music through the study of the tabla (traditional drums). Students are trained in tuning, right and left hand exercises and beat patterns and finger. Lower classes offer lessons in accompanying rhythm patterns and introduce a selection of classical compositions. Students practice outside of class and attend local concerts. SALT/ABSF.

MUS 206/508
Shambhala Chorus (3)
Students will prepare for performance pieces from all periods of music history including Medieval & Renaissance sacred music, Bach, Cherubini, folk and pop songs, jazz standards and contemporary pieces by Zaz, Maria Harley McFarlin and others. Participation is not required. Participation is not required. No previous experience is required.

MFA Theater:
Lecoq Based Actor Created Theater
Chair of MFA Theater: Lecoq Based Actor Created Theater: Amy Russell
MFA Theater: Lecoq Based Actor Created Theater: Brian Quinn
Actor Created Theater: Joseph S. Price, John W. Price
Guest Instructors have included:
F. Sirieix, A. Baio, P. MacLaurin, S. Lutze, S. Lutze, M. Murphy, C. Shurr, D. Shurr, D. Shurr, J. Thompson

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. The London location offers the students all the advantages of an interconnected metropolis and hub of the arts. Additionally, MFA students are fully mixed with the international students at LSPA, who, like the master's candidates, are training to be collaborative creators of new theater.

The training is rigorously physical in its approach, focusing on the dramatic and image-making capacities of the actor as the body and locating the body as the source of invention of new theatrical forms and languages. The daily and weekly schedules for both first and second year balance improvement and movement classes. Collaborative creation is fostered by the daily invention and rehearsal of the student group work, known as autocoups, which is performed at the end of each week.

ADMISSION REQUIREMENTS:
MFA THEATER:
LECOQ BASED ACTOR CREATED THEATER

1. Standard graduate admission requirements (see page 17).
2. Applicants must have strong experience in not only artistic performance or creation, but also a physical discipline, ranging anywhere from sports to dance.
3. Prior artistic experience is highly encouraged.
4. Applicants must demonstrate high levels of commitment, maturity and dedication.
5. Applicants are responsible for application review personnel; applicants may be asked for an on-campus or phone interview.
6. Headshot
7. Performance resume.
MUS 210/510
Bar Training II (3)
A continuation of MUS 210. Additional topics include four-part writing, harmonic analysis and seventh chords.
Prerequisite: MUS 200/500 or its equivalent. SF.

MUS 215/515
Salar Drumming (3)
Salar is a form of African music and dance that originated in and is specifically only to Senegal. The salar drum is a free-form drum that is played with stick and hand. This class includes traditional salar 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. FA.

MUS 225/565
Balinese Gamelan Orchestra (2)
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, ocarinas, Gamelan flute, 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. FA.

MUS 226
Sackcase Gamelan Orchestra (2)
Students learn the gamelan kemenget form of gamelan. Naropa University owns a full orchestra of instruments for use by the group. No prior musical training is required. SAP SF.

MUS 230/530
Improvisation (3)
Beginning with “free music” and working very gradually with more complex forms, students explore various means of individual and group improvisation. Through the use of games and simple composition, students are encouraged to explore their musical identity. In this class, students learn to do improvisation. The class is open to instrumentalists and singers at any level of experience. FA.

MUS 250
Music of the Old World, the New World and Beyond (3)
Students explore the richness, beauty, power, and mystery 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, Java, Bulgaria, and Africa. Each student receives eight cassettes of highlights from the history of music. FA.

MUS 255/555
Introduction to World Music: The Music of Japan (3)
The music of Japan features a tradition of musical preservation and evolution spanning over 1,000 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 the shamisen (traditional Japanese lute), shawm (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. Alternate FA.

MUS 255/555
Introduction to World Music: The Music of India (3)
Through lectures, recordings, demonstration and interactive discussion, this course provides an introduction to the concepts and structure of both North (Hindustani) and South (Carnatic) Indian music. We will cover the fundamental elements of ragas, tala and laya, as well as the musical instruments and history of Indian music within the context of Indian culture, society and religion. Some comparisons to Western musical concepts and performance will be included. No previous experience in music is required. Alternate FA.

MUS 260
Listening to Jazz (3)
Open to all students, this class examines the multilayered traditions of jazz, arguably the most significant musical development in the twentieth 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)
Jazz performance ranges from the richest 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. A performance at the end of the term. Students will audition with the instructor on the first day of class. FA.

MUS 280/580
Recording Studio I: Introduction to Music Technology (3)
In this class we will develop an understanding of the basic principles of acoustics, electronics, and digital processing and multi-track recording equipment both as creative and archival tools. We will also get practical experience with the 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. SF.

MUS 315/550
Music Technology I (3)
Intensive musical training sessions involving sight-singing, musical notation, rhythmic exercises (using rhythms from India, Africa, Brazil and Cuba), jazz and contemporary classical music, and the study of harmony as used in classical, jazz and pop music. Prerequisite: MUS 210/510 or its equivalent. SF.

MUS 370/560
Music Technology II (3)
A continuation of MUS 315/550. Prerequisite: MUS 315/550 or its equivalent. SF.

MUS 380/580
Recording Studio II: Technology and Creativity (3)
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. Participants will be given the use of signal processing equipment and software and will be encouraged to experiment creatively and collaboratively. Prerequisite: MUS 315/550.

MUS 397/597
Private Piano Lessons (0.5–4) FA/SP.

MUS 400
Composition (3)
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 diversely as we go. Possible venues include multi-track recording techniques, alternative notation systems and composing for dance, theatre and film. Knowledge of conventional music theory and notation and still on particular instruments is welcome, but not required. FA.

MUS 460/570
Music Technology III (3)
A continuation of MUS 370/560. Prerequisite: MUS 370/560 or its equivalent. SF.

MUS 499
Independent Study (1–2) FA/SP.
PERFORMING ARTS (PFAR)

Elective offerings in Dance, Theater and Music

All classes are experiential unless otherwise noted.

PFAR 103
Dance & Theater I: Wisdom of the Body (3)
This class provides an opportunity for students with no previous experience to investigate movement, dance, voice and theater. We will explore the body as form and investigate diverse training approaches including integrative alignment, dance and theater techniques, conversational back-grounded exercises, voice work, improvisation. The study will be enhanced by guest faculty from the BFA. The development of individual presence and awareness of the dynamics of ensemble will be emphasized throughout the semester. This is the first course for students interested in embodied creative process and performance skills. (A)

PFAR 145
Dance of African Movement I (3)
This class teaches dance and rhythm from diverse cultural traditions of Ghana. Students will learn to hold respect for cultural form and the role dance plays in community, the teacher/student relationship and the joy of dance. Students are expected to keep a dance log, dance twice a week, attend four community-supported traditional African dance concerts and write research or reflection papers on traditional African dance technique and history. Students will dance hard, fun and participate in a performance at the end of each semester. Appropriate dance wear required. Students are required to purchase traditional dance costumes. (A/SP)

PFAR 175
Cultural/ Historical Awareness and Diversity Training (3)
This course is designed for BFA in Performance students as a prerequisite to the BFA Seminar and is an aspect of the interdisciplinary approach of the BFA program. The goals of this course are: 1. to introduce and explore social and historical constructions of difference in relationship to power, race, class, and privilege; 2. to investigate how these constructions are represented to the public of diverse communities in America; 3. to prepare students with critical thinking skills that aid in identifying inequality, oppression, and 4. to evolve a working relationship for the BFA ensemble to work towards change as artists, as individuals in our community and the society at large. Readings and written essays required. Open to Performance Arts majors and minors only. (A)

PFAR 203
Dance & Theater II: Investigating Performance
Prerequisites: PFAR 103 invites students into the world of the performing arts—giving students an opportunity to engage in both the theoretical and practical learning of a range of interconnected dance and theater forms. A thorough line of technique (either dance or theater) will be enhanced by a series of intensive workshops with guest artists from the 112 Performing Arts Department.

BFA in Performance and PFAR faculty. Each format/technique explored will be framed by cultural/historical/cultural demonstrations that incorporate elements, ideas, styles and performance tools of innovative contemporary artists. Prerequisite: PFAR 103 or permission of instructor. SP

PFAR 211/511
Performance Practice (3)
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) inclusion, 5) selection, 6) interpretation and 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 reference, staging, sound, lighting and production management. Students will keep journals, stand in class lectures by faculty and invited professionals, produce a full production and evaluate these experiences. (A) Prerequisite: PFAR 203 or permission of instructor. FA

PFAR 233
BFA Seminar I (3)
New Perspectives in the Arts: Cultivating the Shift
To cultivate a shift in our perspective toward art and culture in America, this course explores the community-based arts, artists groups, political art and new genres evolving in postmodern/new contemporary dance and performance. In-class discussions and writings will focus on: framing discussion and contextualizing the work of key artists and communities who have "come to voice" in the second half of the twentieth century and to a greater degree today. (A) Students will distinguish themselves from the mainstream. Books and several short papers will be required. BFA Seminars III and IV will follow the same course outline with progressive and varied readings. Prerequisite: PFAR 175. BFA majors and minors only. SP

PFAR 245
Dance of African Movement II (3)
This course is the sequel to African Dance I. Students should be prepared for intense physical activity. This course will build on the techniques and/or movement of African dances. It will be limited to 25 students for this second year. A more radical and sophisticated movement and dance sequences. Students will be required to practice dance techniques daily attending community-sponsored traditional African dance concerts, write research or reflection papers on traditional African dance technique and history as well as perform in a final dance concert. Course will include discussion of African culture, history and traditions. Prerequisite: PFAR 145 or previous traditional African dance experience is required. SP

PFAR 350
Practicing the Actor-Writer (3)
This class will focus on the development of the creative acting process. We will create a theatrical world by using various acting exercises, warm-ups and in-class performances to free the actor within each student. The acting work will teach methods of acting and performance that are useful for the beginning through the advanced student. We will focus on the development of strong individuals while creating a strong and supportive group. The class will culminate in a group performance. Prerequisite: PFAR 203 or permission of instructor. FA

PFAR 360
Contact Improvisation (3)
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 edges and evolving 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. Prerequisite: PFAR 203 or permission of instructor. SP

PFAR 320
Audition Preparation (3)
Audition preparation is grounded in the relationship between a mover and a writer both on an inner and an outer level. The inner work is the voice work: developing and understanding the voice. The outer work is the choreographic voice. The outer work is grounded in the breath, the voice and the body. The voice is not talking. The voice is the breath, which is the expression of the inner self. The voice is the expression of the body. The voice is the expression of the role/s in which you can open up into co-created working materials. Musically, rhythm and phrasing are important elements as well as working with silence as accompaniment. Prerequisite: PFAR 103 or PFAR 203 or permission of instructor. FA

PFAR 381/581
Dance Technique: Movement Studies I (3)
This class is all about the body in motion and is designed to familiarize the student with basic dance vocabulary. Students will work from the notion of internal awareness while tapping into creativity and imagination as potent energetic forces that support the development of skill, embodied dancing. Class includes warm-up/vocal exercises inspired and influenced by a variety of movement forms ranging from ballet, modern/post-modern, modern jazz, "relates," Yoga, Myofascial Release, Feldenkrais and other philosophies that can open up into co-created working materials. (A) Prerequisite: PFAR 203 or permission of instructor. SP

PFAR 382/582
Dance Technique: Movement Studies II (3)
This is a continuation of PFAR 381/581. Prerequisite: PFAR 203 and PFAR 380/580 or permission of instructor. SP

PFAR 385/585
Contemporary Dance: Intermediate/Advanced (3)
"A mindful exploration in dance technique." We will explore techniques of contemporary dance improvisation and embodiment practices, emphasizing alignment and efficiency of mobility as tools for your own expression of the material presented. In class, students will practice making sense of the environment and the space, focusing on small structural improvisations. We will concentrate on movement invention, spatial awareness, rhythm and the interplay between self and other while dancing. Students are invited to keep an open mind and consider the possibilities for personal change in each class. Prerequisite: PFAR 381/581 or permission of instructor. FA

PFAR 386/586
Contemporary Dance II: Intermediate/Advanced (3)
This class is a continuation of PFAR 385/585. Prerequisite: PFAR 380/580 or permission of instructor. SP

PFAR 499
Independent Study (1-3)
“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
Contemplative Psychotherapy may be said to have two parents: (1) the wisdom traditions of Buddhism and Shambhala and (2) the clinical traditions of contemporary psychology, especially the humanistic school. Like all offspring, it has much in common with both of its parents and yet is uniquely itself. From Buddhism and Shambhala comes the sitting practice of mindfulness/awareness meditation, together with a highly sophisticated understanding of the functioning of the mind in sanity and in confusion. From Western psychology comes the investigation of the stages of human development, a precise language for discussing mental disturbance and the intimate method of working with others known as “psychotherapy.” The department offers a Master of Arts in Psychology: Contemplative Psychotherapy that prepares graduates for the Licensed Professional Counselor (LPC) credential.
PSYCHOLOGY: CONTEMPLATIVE PSYCHOTHERAPY DEPARTMENT

Graduate Study: Master of Arts in Psychology: Contemplative Psychotry

MA Psychology: Contemplative Psychotherapy is a unique clinical training program integrating western psychotherapy and Buddhist psychological insights. The practice of mindfulness-awareness meditation practice together with training through specific sequences of asanas and breathing exercises lead to an increasing ability to be with oneself and others and provides the ground for entering genuine relationships with therapeutic clients. The retreats are an opportunity for students to deepen their relationships with community and mindfulness-awareness practices. Because the program is directed toward careers in the clinical professions, the nine-month supervised internship in the third year of study is vital. Along with the internship, students participate in small group clinical tutorials with the clinical faculty. Students participate in group process groups throughout the program. These groups support students’ journeys and provide a place to explore some of the issues and feelings that arise during the training.

Admission Requirements: MA Psychology: Contemplative Psychotherapy

1. Standard graduate admission requirements (see p. 17).
2. Applicants must show considerable maturity and strong motivation for working with others.
3. 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.

Theoretical and Practice of Group Psychotherapy (2)
Diversity Awareness and Multicultural Competence (2)

Second year: Group Process II (0.5)

Buddhist Psychology & Contemplative Psychotherapy Seminar (2)
Group Process IV (0.5)
Therapeutic Relationships I (2)
Research and Statistics (2)
Mental Health Program I (2)

Third year: Group Process V (1)
Meditation Practice I (0.5)
Therapeutic Relationships II (1)
Field Placement I (4)
Mental Health Program II (2.5)

Fourth year: Group Process VI (1)
Meditation Practice II (0.3)
Field Placement II (4)
Clinical Training I (2)
Mental Health Program III (1.5)
Mental Health Program IV (0.5)

Total Credits: 63

Graduate students are required to complete a minimum of 45 credits and to maintain a minimum GPA of 3.0.

The program is designed to provide a comprehensive training in clinical psychology with an emphasis on mindfulness and meditation. Students will be taught to integrate these techniques into their clinical practice, enabling them to offer a unique and innovative approach to therapy. The program includes both didactic and clinical components, with a strong emphasis on experiential learning through retreats and group process groups.

Admission requirements include a bachelor’s degree in psychology or a related field, along with relevant coursework and clinical experience. Applicants must also demonstrate a strong commitment to the integration of mindfulness and meditation into their work as psychologists.

For more information about the program, including application details and deadlines, please visit our website or contact our admissions office.

Psychology: Contemplative Psychotherapy Department Courses

Graduate 500-599 graduate-level electives and introductory courses: 600-699, 700-799, and 800-899 for advanced graduate students.

Psychology: Contemplative Psychotherapy Department Mission

The mission of the psychology: contemplative psychotry department is to provide a unique and innovative approach to clinical psychology by integrating mindfulness and meditation into our training programs. We strive to cultivate a community of learners who are committed to the integration of these practices into their work as psychologists, and to contribute to the broader field through research and clinical practice.

Psychology: Contemplative Psychotherapy Department Faculty

116 Psychology: Contemplative Psychotherapy Department
CONTEMPLATIVE PSYCHOOTHERAPY

PSYC 605

Large Group Process I (1)
The class will participate in a large group for the entire semester. The goal of the group will be to support the student's community experiences, enhance personal awareness to community dynamics, and to practice consciously creating community.

PSYC 608

Introduction to Buddhist Psychology Practicum I (2)
Contemplative psychology 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 Shamans traditions, this course explores both intrinsic health and the obstacles to experiencing it fully. The practice of mindfulness and empathic sitting meditation is introduced.

PSYC 669

Group Process I (1)
Students will engage in small and large groups throughout the semester in the program. Emphasis is on providing support for the student's journey. This course is the first in a series of small group courses.

PSYC 618

Human Growth and Development: Contemplative View (2)
This course traces psychological development through the life cycle, with a particular emphasis on the stages of life. A major focus of the class is on early childhood experience and its relationship to the patterns that may affect the rest of life. The material is presented through lectures, readings, class discussions, observations of children and the student's own experiences with children and their childhood. The purpose of the class is to develop both a theoretical and empathic understanding of the feelings, perceptions and ways of understanding themselves and others at various stages in the life cycle.

PSYC 619

Group Process II (1)
This is a continuation of PSYC 605. SR

PSYC 625

Large Group Process II (6.5)
This is a continuation of PSYC 605. SR

PSYC 628

Evolution of Concepts in Western Psychotherapy (2)
Western psychology has evolved along linear lines, traditions, concepts and vocabulary. This class explores the dynamics of Western psychology with an emphasis on some of its most popular constructs, such as transcendence, conflict, and counter-transference, defense, racism, and the ego. The conceptual bases are drawn from the more prominent schools of psychology are studied. Attention is given to the relationship between psychology as a conceptual framework and psychology as a practice discipline.

PSYC 629

Group Process III (1)
This course is a continuation of PSYC 619. FA

PSYC 639

Group Process IV (6.5)
This course is a continuation of PSYC 629. FA

PSYC 650

Diversity Awareness and Multicultural Competence (2)
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 purpose of multicultural training will be grounded in self-examination and will extend to listening to the experience of others and learning some culturally relevant approaches.

PSYC 658

Buddhist Psychology II: Abhidharma (2)
A continuation of the study and practice of the principles of Buddhist psychology begun in PSYC 608, this course's key themes include mindful empathy, the development of ego, the chain of cause and effect, and working with emotions. The practice of sitting meditation is explored further both experientially and academically.

PSYC 668

Family Process (2)
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 system—what is often organized and yet beyond that of the individual. In addition, students explore their families of origin as a backdrop for working with others. The course consists of lectures, student presentations, class discussions, and experiential exercises.

PSYC 669

Buddhist Psychology III: Compassion and the Heart of Empathy (2)
This course is an introduction to the Buddhist Mahayana path and its relevance for psychotherapists. Topics include the four Brahma-karana (limitless ones), relative and absolute bodhisattva (awakened heart) and sunya (emptiness). Students will apply the teaching to their own personal experience and also to practical situations with those whom they aspire to help.

PSYC 678

Psychopharmacology &Sanity and Neurosis (2)
Neurotic health is the ground of experience, yet one repeatedly loses touch with it. This course explores the sequence of events through which one can become absorbed in "story-line". 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 psychology. Students experience the personal and critical 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 approval.

PSYC 689

Mind Program I (2)
A four-week retreat held from mid-January to mid-February, the mind program includes intensive sitting and walking meditation, study and mind space awareness practice, as well as extensive community participation. This class is residential and requires full participation in all aspects of the program. A limited number of non-program students may be permitted by permission of the department chair. May be taken for partial or full credit.

PSYC 699

Independent Study (1-3)

PSYC 700

Research and Statistics (2)
This course surveys research methods and statistics as they apply to counseling psychology and psychotherapy. Topics include philosophical issues, major types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction, needs assessment, program evaluation, research ethics, the structure of research reports and exercises for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lectures, discussion and practice exercises.

PSYC 708

Buddhist Psychology IV: Contemplative Psychotherapy Seminar (2)
This course continues the application of Mahayana Buddhist Principles to the practice of psychotherapy. In particular, the class will focus on the examples of the bodhisattva and the practice of the six perfections, or transcendent actions, as they apply to both the student's own development and to working with clients. The main text for the class is Shantideva's eighth-century classic, The Bodhisattava's Path: It is supplemented not only by the Dalai Lama's commentary, A Mind of Lightning in the Dark Night, but also by contemporary clinical writings.

PSYC 709

Meditation Practicum V (6.5)
The half-credit meditation practicum classes provide continuing support both for students' personal and meditation practices and for the growing of the class community. Practicing meditation, brief readings, talk and group discussion may be included.

PSYC 718

Community (3)
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 in which 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.

PSYC 719

Group Process V (1)
This course is a continuation of PSYC 639. FA

PSYC 720

Therapeutic Relationships II (2)
This course provides an exploration of the professional practice of psychotherapy, which is seen as being the joining of the personal discipline of mindfulness-awareness practice, which cultivates self-understanding, with the interpersonal discipline of cultivating healing relationships. "Therapeutic Relationships II" emphasizes current counseling theories and their application, as well as providing training in clinical skills. All three courses in the sequence of classes (PSYC 728, PSYC 738, and PSYC 788) include both experiential and intellectual components.
PSYC 729  
Group Process VII (1)  
This course is a continuation of PSYC 719. SP.

PSYC 730  
Psychopathology II: Psychosis (2)  
From the Buddhist point of view, psychosis involves a kind of journey through six psychological realms. What occurs is the attenuated 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. FA.

PSYC 739  
Macabre Practice II (0.5)  
A continuation of PSYC 738. SP.

PSYC 758  
Therapeutic Relationships II (3)  
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 757. SP.

PSYC 770  
Transition, Lifestyles and Career Development (2)  
Major life transitions are explored in this course. These transitions include life cycle changes, career selection, identity shifts, marital transitions and transitions between life and death. Beginning with an exploration of transitional space, personal and social, students will be encouraged to integrate impatience, interdependence, and groundedness. A significant focus of the class will be major career transitions and the foundations and practice of career counseling. Students are also encouraged to apply the class material to their own major life transitions including the changes involved in beginning their graduate study. FA.

PSYC 788  
Therapeutic Relationships II (3)  
The emphasis in this class is on preparing for the clinical internship. Also see the description for PSYC 782. FA.

PSYC 789  
Heal Program II (2)  
A four-week retreat held towards the end of the semester, the second-year master's program includes intensive sitting and walking meditation, study and mindful space awareness practice, as well as extensive community participation. Increased emphasis is placed on the relationship between contemplative and psychotherapeutic practice. The class is residential and requires full participation in all aspects of the program. SP.

PSYC 790  
Theory and Practice of Group Psychotherapy (3)  
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 time. Group leadership will be discussed in the context of the contrast, 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. FA.

PSYC 800  
Field Placement II (4)  
During the first nine-month internship, students work twenty to thirty 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. FA.

PSYC 818  
Clinical Tutorial I (2)  
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 ethics in these groups. FA.

PSYC 858  
Field Placement IV (4)  
SP.

PSYC 868  
Clinical Tutorial II (2)  
This course is a continuation of PSYC 818. SP.

PSYC 881  
Examinations Administration (2)  
This class supports students in the preparation of the master's paper. Required program description for more details. Students present their work to fellow students and members of the clinical faculty. Graded on a pass/fail basis. SP.

PSYC 888  
Master's Paper Seminar (1.5)  
This class supports students in the preparation of the master's paper. See program description for more details. Students present their work to fellow students and members of the clinical faculty. Graded on a pass/fail basis. SP.

PSYC 889  
Major Program III (2)  
A weeklong retreat held over spring break, the third-year major program includes intensive sitting and walking meditation, study and mindful space awareness practice, as well as extensive community participation. Special emphasis is placed on transitions and the teachings from the Tibetan Book of the Dead relevant to transition. This class is residential and requires full participation in all aspects of the program. SP.
“Buddhism neither tells me the false nor the true: It allows me to discover myself.”

—Chögyam Trungpa, Rinpoche

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. The methods utilized in the programs are drawn from the academic discipline 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. Varying some by program, the approach used is also non-sectarian, scholarly and critical, relying on the best of contemporary Western and traditional scholarship, combined with students’ “hands-on” exploration of major meditation traditions and social service, as well as being enriched by contact with living lineages of Asian and Western teachers. Buddhism is the religion that is most strongly represented in departmental offerings; however, most of the other major world religions are also represented. Sanskrit and Tibetan language study are offered as well.

The Department of Religious Studies offers a Bachelor of Arts degree in Religious Studies and five graduate degrees: MA, Religious Studies; MA, Engaged Buddhism; MA, Indo-Tibetan Buddhism; MA, Indo-Tibetan Buddhism with Language; and a Master of Divinity.
UNDERGRADUATE STUDY

Bachelor of Arts in Religious Studies

The Bachelor of Arts in Religious Studies is a 36-credit major in which students explore religion in a variety of ways, with an emphasis upon the statement of historical traditions in contemporary life. Special emphasis is placed on the role of contemporary 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 an introductory study of three different religious traditions. The additional 18 credits may be selected from core areas of study, contemporary issues in religion and contemporary practice, Buddhism or study abroad.

Declarations of Major

Declaring a major in Religious Studies requires the following:

- GPA of at least 3.0
- Letter of interest (one to three pages)
- An interview with faculty
- Submission of an academic paper

The application deadline for declaring a major in Religious Studies in October 30 for spring enrollment and March 1 for fall enrollment.

REQUIREMENTS: BA RELIGIOUS STUDIES

Required Courses

REL 140 Meditation Practice I (3)
REL 210 Religion in Human Experience (3)
REL 475 BA Colloquium (15)
REL 489 BA Senior Project (1.5)

(7 credit hours in addition to required courses are required to take a Naropa Writing Center non-credit workshop on the Chicago Manual of Style designed for Religious Studies students, as soon after completion.

Buddhism

REL 170 Foundations of Buddhism (3)
REL 203 Introduction to Buddhism/Meditation and Ethics (3)
REL 240 Foundations of Buddhism (3)
REL 245 Mahayana Buddhism (3)
REL 348 Buddha in America (3)
REL 349 Tibetan Buddhism (3)

TOTAL CREDITS 36

Study Abroad

Study Abroad courses that relate directly to Religious Studies can be used to fulfill the requirements of a Religious Studies major. Eight or 9 credits can be applied to the major in this way. Language studies are encouraged to complete all of their language courses other than or after doing a study abroad program. The courses qualifying for Religious Studies credit are as follows:

Balk:

ANT 273 Arts and Culture of Balk (3)
REL 281 Meditation Practice Balk I (1) and Balk II (2)
DAN 202 Balkie Dance (3)

TOTAL CREDITS 8

Sikhism:

REL 280 Meditation Practice Sikhism (1)
REL 284 Buddhist Practices Sikhism (3)
ANT 271 Culture, Traditions, and Religious Issues of Sikhism (4)

TOTAL CREDITS 8

SOUTH ASIA:

ANT 272 Hindu Cultural and Historical Studies (3)
REL 282 Contemplative Practices Yoga and Meditation (1)
REL 380 Religious and Philosophical Foundations of India (4)
REL 381 Sacred Sounds of Sandalk (1)

TOTAL CREDITS 9

Minor in Sanskrit Language or Tibetan Language

Religious Studies majors may take either Sanskrit or Tibetan to fulfill their minor requirement. A sequence of at least four courses (4 credits each) is offered in each language. Six courses are offered for all students. The courses offered are in both the four-credit classes and the 6-credit classes. Students are encouraged to consider taking the three 4-credit classes and the 6-credit classes that fulfill the minor.

Certificate Program in Religious Studies

The 36-credit certificate program is designed for those who wish to immerse themselves in a study of comparative religious traditions and is open to students who have completed at least 60 semester credits prior to entering Naropa University.

Required Courses

REL 160 Meditation Practice I (3)
REL 210 Religion in Human Experience (3)

Choose one of the following:

Three Religious Traditions electives I (9)
Three Religious Traditions electives I (9)
Two General BA electives I (6)

TOTAL CREDITS 30

Minor in Religious Studies

Required Courses

REL 210 Religion in Human Experience (3)

Choose 6 credits from the following:

REL 156V Zen Intensive Weekland (1)
REL 157W Theravada Vipassana Weekland (1)
REL 159W Breath of Simplicity: Introduction to Tibetan Buddhism (1)
REL 160 Meditation Practice I (3)
REL 170 Meditation Practice II (3)
REL 200 Introduction to Buddhist Ethics (3)
REL 212 Quantum Theory and Tibetan Religion I (3)
REL 240 Foundations of Buddhism (3)
REL 245 Mahayana Buddhism: The Path of Compassion (3)
REL 255 Approaches to Comparative Religion (3)
REL 258 Comparative Approaches to Social Action and Peacebuilding (3)
REL 259W Philippine Meditation (1)
REL 262 Queer Ethical Feminism, Queer Theory and Religion II (3)
REL 310 World Wisdom: The Jewish Experience (2)
REL 314 Contemplative Judaism (3)
REL 321 Contemplative Judaism (3)
REL 322 Sacred Earth (3)
REL 325 Contemplative Christianity (3)
REL 330 Contemplative Christianity (3)
REL 331 Mystical Experience East & West (3)
REL 345 Zen Buddhism (3)

TOTAL CREDITS 9

Certificate Program in Religious Studies

The 36-credit certificate program is designed for those who wish to immerse themselves in a study of comparative religious traditions and is open to students who have completed at least 60 semester credits prior to entering Naropa University.

Required Courses

REL 160 Meditation Practice I (3)
REL 210 Religion in Human Experience (3)

Choose one of the following:

Three Religious Traditions electives I (9)
Three Religious Traditions electives I (9)
Two General BA electives I (6)

TOTAL CREDITS 30
GRADUATE STUDY

Master of Arts in Religious Studies

This is a 45-credit degree program designed for students who wish to join the academic study of comparative religions with interreligious dialogue, contemporary practice and personal investigation. Students develop literacy in the living traditions of a variety of world religions, with special emphasis on integrating the mystical contemplative dimension with the other aspects of the traditions as well as on learning interreligious dialogue skills for communicating across religious differences in an environment of global pluralism. Students work with faculty members who are both academically and spiritually trained in the teachings and practices of their respective traditions.

ADMISSION REQUIREMENTS:

MA RELIGIOUS STUDIES

1. Standard graduate admission requirements (see page 17).
2. A telephone interview.
3. An academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. A faculty member has an interest in studying religion in a non-Western context.

REQUIREMENTS: MA RELIGIOUS STUDIES

First year, fall
- REL 530: Contemplative Hinduism (3)
- REL 535: Contemplative Judaism (3)
- REL 645: Intro. to the Study of Religion (3)
- REL 647: The Three Jewels: Buddha, Dharma, Sangha (3)
- Contemplative Practice Elective (3)
- Nanoy Writing Center Chicago Manual of Style Workshop (non-credit)

Second year, fall
- REL 540: Zen Buddhism (3)
- REL 779: Interreligious Dialogue Seminar (3)
- REL 770: MA Religious Studies Colloquium I (1.5)
- Contemplative Practice Elective (3)
- REL 885: Comprehensive Exam (non-credit)
- REL 885: Master's Project (non-credit)

SUBTOTAL 10.5

TOTAL CREDITS 45

*It is recommended that students complete the non-credit Contemplative Practice requirement (REL 645) no later than the winter break between the fall and spring semesters of their second year.

Culminating Requirements for MA Religious Studies

The degree program concludes with both written and oral comprehensive exams, as well as a master's paper or project.

Master of Arts in Engaged Buddhism

In Engaged Buddhism, traditional Buddhist teachings are applied to social issues of peace and justice, community building and the provision of care to those in need. This 45-credit MA degree program is designed to train service providers and change agents in the principles and practices of "actively engaged" Buddhism, within the larger global movement of "engaged spirituality." The program cultivates a basic understanding of Buddhist philosophy, the practice of meditation and practical training in organizational and community intervention. With a strong emphasis on experiential learning, the program also includes service-oriented work in the local community.

ADMISSION REQUIREMENTS:

MA ENGAGED BUDDHISM

1. Standard graduate admission requirements (see page 17).
2. A telephone interview.
3. An academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicants must have an interest in a spiritually informed approach to addressing social needs utilizing Buddhist principles and meditation practices in a non-Western fashion.

REQUIREMENTS: MA ENGAGED BUDDHISM

First year, fall
- REL 512: Engaged Buddhism Training (2)
- REL 585: Spiritual Models of Social Action (3)
- REL 585: Meditation Practice I (3)
- REL 611: The First Turning of the Wheel of Nature (3)
- REL 615: The Practice of Basic Acceptance (3)
- Nanoy Writing Center Chicago Manual of Style Workshop (non-credit)

Second year, fall
- REL 533: Contemplative Hinduism (3)
- REL 535: Contemplative Judaism (3)
- REL 540: Zen Buddhism (3)
- REL 790: MA Religious Studies Colloquium II (1.5)
- REL 795: Socially Engaged Practice Elective (3)

SUBTOTAL 10.5

Second year, spring
- REL 562: Engaged Buddhism Training II (3)
- REL 615: Conflict and Diversity: The Dynamic Group of Community (3)
- REL 661: Process Lab (1)

Second year, fall
- REL 600: Meditation Practice II (3)
- REL 650: Dharma (non-credit)
- REL 661: Second Turning of the Wheel of Empires and Compassion (3)

SUBTOTAL 12

TOTAL CREDITS 45

*It is highly recommended that students complete the non-credit Dharma requirement (REL 650) at the winter break between the fall and spring semesters of their third year.

Culminating Requirements for MA Engaged Buddhism

The degree program concludes with a culminating project, a written self-assessment regarding that project and an oral examination.

Master of Arts in Indo-Tibetan Buddhism

Tibet has played a central role in the development of Buddhism in Asia, including the preservation of the scholastic traditions and texts of Tibet while cultivating the meditational practices and insights of the Indian oral traditions. This 45-credit MA degree surveys Indian and Tibetan Buddhism with emphasis on textual and meditative lineages, integrating study and practice each semester. The faculty includes western-trained academics and senior (master level) teachers trained in Tibetan Buddhist practices as well as English-speaking Tibetan lay practitioners extensively trained in their own traditions.

ADMISSION REQUIREMENTS:

MA INDO-TIBETAN BUDDHISM

1. Standard graduate admission requirements (see page 17).
2. A telephone interview.
3. An academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicants must have an interest in studying Buddhist principles and meditation practices in a non-Western tradition.

REQUIREMENTS: MA INDO-TIBETAN BUDDHISM

First year, fall
- REL 600: Meditation Practice I (3)
- REL 650: Dharma (non-credit)
- REL 661: Second Turning of the Wheel of Empires and Compassion (3)

Second year, fall
- REL 710: The Third Turning of the Wheel (3)
- REL 790: MA Religious Studies Colloquium (1.5)
- REL 800: MA Indo-Tibetan Buddhism Colloquium (1.5)

SUBTOTAL 9

Second year, spring
- REL 620: Meditation Practice II (3)
- REL 655: The Teaching of Emptiness (3)
- REL 661: Second Turning of the Wheel of Empires and Compassion (3)

SUBTOTAL 12

TOTAL CREDITS 45

The History of Religions Sequence

The History of Religions sequence of eight courses has been developed by the Zoological Classics faculty over the last twenty-five years. Investigating the Buddhist tradition in light of all the dimensions in which it is written, historical, art historical, and meditative, "History of Religions" refers to academic study that values religion, in this case Buddhism, as an expression of culture over time, manifesting in literature, the arts, social institutions, traditions of sants, ethics and philosophy and myth and symbol. While History of Religion 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.

The Tibetan Tradition Sequence

In this sequence students acquire the systematic foundation in Indo-Tibetan Buddhism that students research in a traditional Tibetan monastic college (rinpoche), utilizing a blend of traditional and Western styles of pedagogy based on the material, teaching methods, and forms of analytical meditation developed at Nitha Institute since its founding in 1993 by the Dzigton Rinpoche, Rinpoche. Arranged according to the Three Turnings of the Wheel of Dharma, these courses emphasize the various stages of meditation and conduct, and utilize elements of the History of Religions methods described above. (For background information, see the Nitha Institute website at www.nithainstitute.org).

REQUIREMENTS:

MA INDO-TIBETAN BUDDHISM: HISTORY OF RELIGIONS SEQUENCE

First year, fall
- REL 600: Meditation Practice I (3)
- REL 661: The Teaching of Emptiness (3)
- REL 655: Introduction to the Study of Religion (3)
- REL 670: The Three Jewels: Buddha, Dharma, Sangha (3)
- Nanoy Writing Center Chicago Manual of Style Workshop (non-credit)

Second year, spring
- REL 620: Meditation Practice II (3)
- REL 655: The Teaching of Emptiness (3)
- REL 661: Second Turning of the Wheel of Empires and Compassion (3)

SUBTOTAL 9

Second year, fall
- REL 710: The Third Turning of the Wheel (3)
- REL 790: MA Religious Studies Colloquium (1.5)
- REL 800: MA Indo-Tibetan Buddhism Colloquium (1.5)

SUBTOTAL 12

TOTAL CREDITS 45
Second year, spring

REL 770 Meditation Practice IV: Mudra Space Awareness (2)
REL 751 Buddhism in Tibet (3)
REL 760 Vajrayana Texts (3)
REL 850 MA Indo-Tibetan Buddhism: Colloquium II (1.5)
REL 880 Comprehensive Exam (non-credit)
REL 885 Master's Project (non-credit)

SUBTOTAL: 13.5
TOTAL CREDITS: 45

REQUIREMENTS: MA INDO-TIBETAN BUDDHISM: TIBETAN TRADITION SEQUENCE
First year, fall
REL 645 Introduction to the Study of Religion (3)
REL 600 Meditation Practice I (3)
REL 628 Studying Buddhism: Methods & Issues (3)
REL 614 Naropa Writing Center Chicago Manual of Style Workshop (non-credit)

SUBTOTAL: 13

First year, spring
REL 620 Meditation Practice II (3)
REL 624 Mind and Its World (3)
REL 653 Self and Non-Self: Analytical Meditation and Experience (3)
REL 650 Dharma* (non-credit)

SUBTOTAL: 9

Second year, fall
REL 701 The Middle Way School (3)
REL 703 The Mind Only School (3)
REL 635 Meditation Practice II: Maitri and Mandalas (3)
REL 800 MA Indo-Tibetan Buddhism Colloquium I (1.5)

SUBTOTAL: 10.5

Second year, spring
REL 780 Meditation Practice IV: Mudra Space Awareness (3)
REL 720 Buddha Nature & Shentong Traditions (3)
REL 750 The Path to Enlightenment (3)
REL 880 MA Indo-Tibetan Buddhism: Colloquium II (1.5)
REL 800 MA Indo-Tibetan Buddhism: Colloquium III (1.5)
REL 885 Master's Project (non-credit)

SUBTOTAL: 13.5
TOTAL CREDITS: 45

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*** It is highly recommended that students complete the non-credit diet requirement (REL 885) by the winter break between the fall and spring semesters of their first year and at the latest during the summer following their first year.
*** It is also highly recommended that students complete the non-credit requirements to attend a monks' lama institute course (for the summer following the fall) or a further Tibet-Tibetan language training with the translation committee after they graduate.

The History of Religions or the Tibetan Tradition Sequences
Students can choose between the History of Religions or the Tibetan Tradition sequence of Buddhist Studies courses. See requirements for Indo-Tibetan Buddhism above for information on the new specific information of the charts above. Please see the statement on Indo-Tibetan Buddhism websites at the admissions office, or visit our website at www.naropa.edu/ceastudies/tradition.

REQUIREMENTS: MA INDO-TIBETAN BUDDHISM: LANGUAGE
First year, fall
REL 613 Introduction to the Study of Religion (3)
REL 600 Meditation Practice 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 800 Tibetan I (3)
REL 850 Sanskrit I (4)
REL 650 Tibetan Writing Center Chicago Manual of Style Workshop (non-credit)

SUBTOTAL: 16

First year, spring
REL 620 Meditation Practice II (3)
REL 635 Psychoanalytical The Teaching of Emptiness (3)
REL 661 The Second Turning of the Wheel: Empiricism and compassion (3)
REL 553 Tibetan II (4)
REL 557 Sanskrit I (4)
REL 800 Related Indo-Tibetan Esoteric (3)
REL 650 Dharma* (non-credit)

SUBTOTAL: 16

Second year, fall
REL 710 The Third Turning of the Wheel (3)
REL 800 Meditation Practice III: Mind and Mandalas (3)
REL 853 Tibetan II (4)
REL 857 Sanskrit II (4)
REL 800 MA Indo-Tibetan Buddhism Colloquium I (1.5)

SUBTOTAL: 14.5

Second year, spring
REL 780 Meditation Practice IV: Mudra Space Awareness (3)
REL 790 Buddha Nature & Shentong Traditions (3)
REL 750 The Path to Enlightenment (3)
REL 853 Tibetan IV (4)
REL 857 Sanskrit IV (4)
REL 850 MA Indo-Tibetan Buddhism Colloquium II (1.5)
REL 880 Comprehensive Exam (non-credit)
REL 885 Master's Project (non-credit)

SUBTOTAL: 14.5
TOTAL CREDITS: 61

** It is highly recommended that students complete the non-credit diet requirement (REL 885) by the winter break between the fall and spring semesters of their first year and at the latest during the summer following their first year. It is not required that the student follow their second year classes.

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Culminating Requirements for MA Indo-Tibetan Buddhism with Language

The degree program concludes with both written and oral comprehensive exams, as well as a master's paper or project, which can be a translation from Sanskrit or Tibetan.

Master of Divinity

The Master of Divinity degree prepares students for professional work in the fields of pastoral care, chaplaincy, community development, and youth teaching. The three-year, 78-credit program is firmly grounded in Buddhist philosophy and meditation practice while emphasizing an interreligious approach to individual and community care. This training is then applied in hands-on internship work to develop individuals who can actively manifest wisdom and compassion in the world. The program broadens new ground in preparing Buddhist-inspired students to serve their communities in leadership capacities.

The MDIV degree prepares students through four streams of learning: Theological Study—an in-depth understanding of the texts and doctrines in historical and present-day contexts; Community—devoted to the insights and tools for fostering engaged communities; Pastoral Care—the ability to serve the spiritual and human needs of a diverse community in ministerialchaplaincy roles while embodying the principles and practices of core traditional practices and meditation; the spiritual practices of acting meditation from the Buddhist tradition.

Fieldwork placements based on individual student interests provide a live context for integrating all four streams of learning, applying them to real-world needs, initiating at the same time, the process of lifetime learning through their work.

ADMISSION REQUIREMENTS

Masters of Divinity

1. Standard graduate admission requirements (see page 17).
2. An interview interview.
3. An academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicant must have an interest in a spiritually informed approach to addressing the needs of others, utilizing Buddhist principles and meditation practices in a non-sectarian fashion.
6. One of the three required letters of recommendation must be completed by someone who knows the applicant from a community of faith context, (meditation instructor, spiritual advisor, rabbi, etc.).
7. A supplemental application.

The History of Religions or the Tibetan Tradition Sequence

Students choose between the History of Religions or the Tibetan Tradition sequence of Buddhist Studies courses. (Note that MDIV students do not take the eighth course of their chosen sequence.) For more specific information of the characteristics and differences of these two sequences, please visit the website for Indo-Tibetan Buddhism, available in the Admissions Office, or visit our website at www.naropa.edu/indotibetantradition.

REQUIREMENTS: MASTER OF DIVINITY; HISTORY OF RELIGIONS SEQUENCE

First year, fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 610</td>
<td>Meditation Practices I (3)</td>
</tr>
<tr>
<td>REL 611</td>
<td>Communication (3)</td>
</tr>
<tr>
<td>REL 616</td>
<td>Process Lab I (1)</td>
</tr>
<tr>
<td>REL 617</td>
<td>The First Turning of the Wheel: Nature of Mind and Emotions (3)</td>
</tr>
<tr>
<td>REL 647</td>
<td>Tibetan Vajrayana Practice: Initiation and Mentorship (3)</td>
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SUBTOTAL: 13

First year, spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>REL 620</td>
<td>Meditation Practices II (3)</td>
</tr>
<tr>
<td>REL 654</td>
<td>Process Lab I (1)</td>
</tr>
<tr>
<td>REL 661</td>
<td>The Second Turning of the Wheel: Empathy and Compassion (3)</td>
</tr>
<tr>
<td>REL 682</td>
<td>Mindfulness and Lovingkindness (3)</td>
</tr>
<tr>
<td>REL 615</td>
<td>Conflict and Diversity: The Dynamic Ground of Community (3)</td>
</tr>
<tr>
<td>REL 620</td>
<td>Dzogchen* (3)</td>
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SUBTOTAL: 13

Second year, fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>REL 742</td>
<td>Buddha Nature (3)</td>
</tr>
<tr>
<td>REL 652</td>
<td>Sangye Vajracharya: The Practice of Community (3)</td>
</tr>
<tr>
<td>REL 738</td>
<td>Process Lab II (1)</td>
</tr>
<tr>
<td>REL 630</td>
<td>Contemplative Christianity (3)</td>
</tr>
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SUBTOTAL: 13

Second year, spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>REL 691</td>
<td>Meditation Practices I (3)</td>
</tr>
<tr>
<td>REL 677</td>
<td>Community Service (3)</td>
</tr>
<tr>
<td>REL 749</td>
<td>Contemporary American Religion and Practice in a Pluralistic Society (3)</td>
</tr>
<tr>
<td>REL 760</td>
<td>Yoga in Tibetan Meditation Practice (3)</td>
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<tr>
<td>REL 642</td>
<td>Pastoral Care and Spiritual Assessment (3)</td>
</tr>
<tr>
<td>REL 603</td>
<td>MDIV Research and Methodology (3)</td>
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<tr>
<td>REL 788</td>
<td>Process Lab (1)</td>
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SUBTOTAL: 15

Second year, summer

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>REL 712</td>
<td>Applied Theology I (2)</td>
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SUBTOTAL: 2

Third year, fall

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>REL 732</td>
<td>Mindfulness Instructor Training I (1)</td>
</tr>
<tr>
<td>REL 615</td>
<td>Biblical Texts I: The Old Testament (3)</td>
</tr>
<tr>
<td>REL 585</td>
<td>Spiritual Models of Social Action (3)</td>
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<tr>
<td>REL 309</td>
<td>Mindfulness Instructor Training II (1)</td>
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<tr>
<td>REL 805</td>
<td>Theological Colloquium (3)</td>
</tr>
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</table>

SUBTOTAL: 10

Total Credits 78

This program is highly recommended that students complete the non-credit classroom requirement (REL 603) by the winter break between the fall and spring semesters of their first year at or at least during the summer following their first year.

This program is highly recommended that students complete the non-credit classroom requirement by attending a minimum of 80 hours of Mindfulness Institute program by the summer following their first year but no later than the summer following their second year of studies.

REQUIREMENTS: MASTER OF DIVINITY; TIBETAN TRADITION SEQUENCE

First year, fall

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>REL 600</td>
<td>Mindfulness Instructor Training I (1)</td>
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<tr>
<td>REL 437</td>
<td>Mindfulness Instructor Training II (1)</td>
</tr>
<tr>
<td>REL 653</td>
<td>Theological Thesis I: Integration (3)</td>
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<tr>
<td>REL 779</td>
<td>Interreligious Dialogue (3)</td>
</tr>
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</table>

SUBTOTAL: 10

Total Credits 78

This program is highly recommended that students complete the non-credit classroom requirement by attending a minimum of 60 hours of Mindfulness Institute program by the summer following their first year but no later than the summer following their second year of studies.

Third year, fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>REL 709</td>
<td>Mindfulness Instructor Training I (1)</td>
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<tr>
<td>REL 712</td>
<td>Applied Theology I (3)</td>
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<tr>
<td>REL 805</td>
<td>Theological Colloquium (2)</td>
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SUBTOTAL: 9

Third year, spring

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<th>Course</th>
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<tbody>
<tr>
<td>REL 802</td>
<td>Biblical Texts I: The Old Testament (3)</td>
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<tr>
<td>REL 585</td>
<td>Spiritual Models of Social Action (3)</td>
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<td>REL 809</td>
<td>Mindfulness Instructor Training II (1)</td>
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<td>REL 825</td>
<td>Biblical Texts II: The New Testament (3)</td>
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<tr>
<td>REL 779</td>
<td>Interreligious Dialogue (3)</td>
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<tr>
<td>REL 884</td>
<td>MDIV Thesis/Project (Integration) (non-credit)</td>
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SUBTOTAL: 9

Third year, summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 701</td>
<td>The Middle Way School (3)</td>
</tr>
<tr>
<td>REL 705</td>
<td>The Mind Opposites School (3)</td>
</tr>
<tr>
<td>REL 653</td>
<td>Sangye Vajracharya: The Practice of Community (3)</td>
</tr>
<tr>
<td>REL 728</td>
<td>Process Lab II (1)</td>
</tr>
<tr>
<td>REL 630</td>
<td>Contemplative Christianity (3)</td>
</tr>
<tr>
<td>REL 631</td>
<td>Mind Community (3)</td>
</tr>
</tbody>
</table>

SUBTOTAL: 16

Religious Studies Department
RELIGION (REL)

115 Zen Meditation Practice (3)
The class introduces 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 (discussions) with the instructor which will allow individual advising and guidance for the students reading and practice interests. The course requirements include daily sitting meditation practice, attendance, participation in weekly discussions and a final paper.

115W/155W Zen Interactions (3)
The teaching and practice of Zen Buddhism assumes that there is a big mind present in all mental and physical activities, and that big mind can be realized and that its realization can be nurtured. This class will look at how the Zen perspective—its teachings, practices and realization—can be a personal view and part of professional contemporary psychology (3).

170S/170S1/170S10 Meditation Practicum II (3)
This course continues the instruction in meditation practice begun in the fall semester emphasizing Mahayana practice, including the cultivation of an enlightened intent (khoura), the practice of the perfection (paramita), the training of the mind (meditation) and the exchange of self and other (mudra). The course includes meditations and final oral exams. Prerequisites: REL 160, TARA 130, 220 or PSYB 215, 216.

180 Meditation Practicum III (3)
This course introduces insight meditation practice 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 "no-mind" silence.

180V/155WV The Breeze of Simplicity: Introduction to Tibetan Buddhist Meditation (3)
Buddhist meditation is based upon the path of seeing which 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 and body.

180R/155WR The Breeze of Simplicity: Introduction to Tibetan Buddhist Meditation (3)
Buddhist meditation is based upon the path of seeing which 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 and body.

180V/155WV Meditation Practicum IV (3)
During this course, students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize embodied practices involving research on the discovery of impermanence, working with emotions and the cultivation of insight (loving-kindness). The course includes weekly meditation groups, individual meetings with a meditation instructor and daily meditation practice. midterm and final oral exams.

Mantra Meditation (3)
An introduction to Buddhist, including a survey of Buddhist meditation, philosophy and practice. Special emphasis on the basic Buddhist view of mind as conceived in the latest Buddhist, 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. Graduation criteria include a final paper.

Meditation Practicum (3)
Meditation Practicum (3) This course introduces the practice of meditation which is practiced the exquisite ordinariness of the movement of breath, the sensation of the body sitting on the earth and of the business of the mind and emotions is discovered. This intensive weekend introduces insight meditation "vipassana" from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.

Mindfulness meditation in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.

Meditation Practicum V (3)
This course introduces the practice of meditation which is practiced the exquisite ordinariness of the movement of breath, the sensation of the body sitting on the earth and of the business of the mind and emotions is discovered. This intensive weekend introduces insight meditation "vipassana" from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.

Meditation Practicum VI (3)
This course introduces the practice of meditation which is practiced the exquisite ordinariness of the movement of breath, the sensation of the body sitting on the earth and of the business of the mind and emotions is discovered. This intensive weekend introduces insight meditation "vipassana" from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.

Meditation Practicum VII (3)
This course introduces the practice of meditation which is practiced the exquisite ordinariness of the movement of breath, the sensation of the body sitting on the earth and of the business of the mind and emotions is discovered. This intensive weekend introduces insight meditation "vipassana" from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.

Meditation: which is practiced the exquisite ordinariness of the movement of breath, the sensation of the body sitting on the earth and of the business of the mind and emotions is discovered. This intensive weekend introduces insight meditation "vipassana" from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.

Mindfulness meditation in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.

Mindfulness meditation in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.

Mindfulness meditation in sitting, walking and daily life through short talks, guided meditations and the practice of "no-mind" silence.
REL 346f/351e
Buddhism and Social Action (3)

The goals of the class, in the MA Engaged Buddhism program, is to examine Buddhism’s historical and contemporary views and responses to social issues and in the focus on the emerging movements of “engaged Buddhism” within the larger context of engaged spirituality. While using basic and contemporary texts, this class will examine and explore the nature of the individual journey one makes in order to engage social action from a contemplative ground. Community based volunteer work anchors the ground, allowing us to experience our individual understanding of “sacred view” through a personal path of action. (3)

REL 345f/540
Zen Buddhism (3)

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. (3) Texts include the three pillars of Zen, the Zen teachings of Toyonobu, the diamond sutra and Dogen’s Gokairo. (3)

REL 347e/532e
Buddha Nature: The Nature of Enlightenment in the Upanisads and Mahabodhi (3)

One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or Buddha nature, which provides 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 Upanisads underlies the teachings of the Mahabodhi tradition, one of the most profound Buddhist images of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark text by G. Lotuwa (1975-1981, A2) and provides a rare opportunity to study the texts of the Mahayana teachings in the Buddhist tradition. Prerequisite: Several courses in Buddhist studies. (3)

REL 348
Buddhism in America (3)

This course will survey the variety of ways in which Buddhism continues to influence contemporary American culture, and how it, in turn, is being 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 forces of Buddhism and American culture. Grading criteria includes short writing assignments, final exam and term paper. Prerequisites: REL 240, REL 245. (3)

REL 349
Tibetan Buddhism (3)

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 religious, historical, esoteric teachings and practices (Nyingma and Mahayana) and esoteric teaching and practices (Nyingma and Mahayana). The course also includes an introduction to the unique and sacred books of the Nyingma tradition and the student will explore the nature of the individual journey one makes in order to engage social action from a contemplative ground. Community based volunteer work anchors the ground, allowing us to experience our individual understanding of “sacred view” through a personal path of action. (3)

REL 350f/512
Engaged Buddhism Training (3)

This course focuses on setting up students’ service-learning programs 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 social service agencies, nonprofits, NGOs, and other social action projects. It also includes several models for contemplative social action. One of the primary goals of the first semester training is to create a learning community among the students that will become the vehicle and context for their second year (BEMA) journey. (3)

REL 350f/526
Engaged Buddhism Training II (3)

The focus of this training will be a social retreat in Denver during practice week and a social action project carried out by the students as a group. The retreat will be guided by a 20-year-student leader and another 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 experiences into their overall learning path. Students will also organize, plan and carry out a social action project together as a group. (3)

REL 351f/553
Tibetan III (4)

This course will continue to expand student knowledge of the grammar and vocabulary of Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It will also continue to develop student knowledge of spoken Tibetan. Prerequisite: REL 245/333. (3)

REL 357f/557
Sanskrit IV (4)

This course is a continuation of Sanskrit I: Prerequisites REL 377f/575. (3)

REL 370
Indians and Their Religion (3)

This course surveys religious and philosophical foundations of Indian religions. It covers the development of Hindu, Buddhist, Jain, and Sikh religious traditions. The aim of the course is to introduce students to key texts and to provide a general overview of the development of these religious traditions and practices they encounter in South Asia. Readings include the Rigveda, Upanishads, and the Bhagavad Gita. (3)

REL 371f
Sacred Sounds of Sanskrit (3)

An introduction to the timeless spiritual language of India. Dimensions of "sacred sound" and "knowing the sacred through sound" will be explored. The course is useful subjects to the study of Hinduism. (3)

REL 384f/526
Buddhist Traditional Studies (3)

This course provides an overview of Indian and Tibetan Buddhism, with a focus on the philosophical and cultural practices. Students learn the view and philosophy for the practice of meditation. (3)

REL 385f/533
Tibetan IV (4)

This course will continue to expand student knowledge of the grammar and vocabulary of Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It will also continue to develop student knowledge of spoken Tibetan. Prerequisite: REL 245f/333. (3)

REL 409
Engaged Buddhism Training III (3)

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 what issue will involve further development and application of research, assessment, visioning, and strategic planning skills. The seminar will include on-campus and field work studies. Other skills will be developed during deep listening and council practice, inter-faith communication, world conflict resolution, community building, and community organizing. New skills introduced will include feasibility studies, grant writing and business plan writing. (3)

REL 499
Independent Study (1-3)

MA Meditation Practices I (3)

This course is designed to introduce students to the art of contemplative practice. Using the principles of body, speech, and mind, compassionate presence and exchange and a distillation of western communication theory and techniques, this class will focus on bringing these skills together to create a personal practice. (3)

REL 602
Communication: Family Systems (3)

This course is designed to introduce students to the art of contemplative practice. Using the principles of body, speech, and mind, compassionate presence and exchange and a distillation of western communication theory and techniques, this class will focus on bringing these skills together to create a personal practice. (3)

REL 603
Tibetan V (4)

This course will continue to expand student knowledge of the grammar and vocabulary of Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It will also continue to develop student knowledge of spoken Tibetan. Prerequisite: REL 385f/533. (3)

REL 607
Engaged Buddhism Training IV (3)

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 what issue will involve further development and application of research, assessment, visioning, and strategic planning skills. The seminar will include on-campus and field work studies. Other skills will be developed during deep listening and council practice, inter-faith communication, world conflict resolution, community building, and community organizing. New skills introduced will include feasibility studies, grant writing and business plan writing. (3)
REL 609W
Mindfulness Instructor Training I (1)
First of a three-course series on the coherence of meditation instruction, meditation practice and pastoral care in an interfaith setting. Participants will develop skills in the "hands-on" aspects of mindfulness instruction and ongoing meditation memorials. Working with meditation instruction for people in extreme or challenging environments or states of mind, you'll be given the framework to shape your training as it fits within your specific situation.
REL 616
Process Lab I (1)
This course is the first in a series of small groups in which students participate throughout the semester in the MA Engaged Buddhism Master of Divinity program. Syllabus is on providing support for the students' journey, MDiv. taken concurrently with REL 602 (FA). BBMA, taken concurrently with REL 615 (SP).
REL 618
The Practice of Basic Attendance (1)
Basic attendance is the discipline of being present with a person, situation or environment that derives from the practice of mindfulness, and is taught to be done with others without agenda. The work is a basis for understanding in the world and for helping professions. It is the practice of genuine openness and a means of developing direct, nonverbal, embodied and sanskritic compassion. In this class, we will explore the image, view and practice of basic attendance. Open to all Engaged Buddhism students, all others by permission of instructor FA.
REL 620
Meditation Practices II (3)
This course continues the instruction in meditation practice begun in the fall semester emphasizing "Majors" practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (buddhi) and the exchange of the self and other (losang). Prerequisite: REL 600 SP.
REL 624
Mind & Its World I (3)
An in-depth systematic exploration of the many types of minds and mental phenomena that arise and their role in comprising the world of mind experiences. Since death and suffering arise with respect to these, this study is the basis for understanding our experiences, and is designed to generate compassion. Required for Tibetan Tradition course sequence. FA.
REL 625
Mind & Its World II (3)
Examination of the dynamics of awareness and the path to liberation as presented primarily in Foundational Buddhism. Karmapa, the twelve links of interdependent origination, mahasiddha, Buddhist cosmology, the nature of samsara, nirvana and the doctrine of nirvana and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL 614. Required for Tibetan Tradition sequence. SP.
REL 627
Sandrit V (4)
This course is a continuation of Sandrit IV. Prerequisite: REL 567, FA.
REL 628
Slaying Buddhist Methods & Issues (3)
"Given my identity, what constitutes Buddhism?" This course investigates traditional guidelines for understanding, interpreting and arranging the diverse teachings and practices of Buddhist. Contemporary transformations and reinterpretations of Buddhism also are considered. Topics covered include the role of imagery, teachers, meditation, the use of insight, community, personal experience and so forth. Required for Tibetan Tradition sequence. PA.
REL 633
Tibetan V (4)
This course will continue to expand student knowledge of the grammar and vocabulary of Tibetan primarily through translating texts in different genres such as script, lives of Buddhist saints, history and philosophy and so forth. Will continue to develop student knowledge of spoken Tibetan. Prerequisite: REL 623 SP.
REL 635
Meditation Practices III: Micki Malison and Mandala (3)
This course continues the Prajnaparamita sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha family. In the Prajnaparamita, the neurotic and sannyasic associations with each family. Space awareness practice known as "mandala" provides a personal experience of these families, and this practice is a central part of both. Prerequisites: REL 600, REL 603 or permission of instructor MA only. SP.
REL 636
Maitreya Community I (0)
This course introduces the student to the practice of "multi-level space-awareness," an exploration of the five fundamental parameters of space that comprise our experience. Using specially-designed environments and meditation postures, students will experience these "Buddha family" energies in both their confined 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. PA.
REL 637
Maitri Community II (0.5)
This course continues the work of REL 636 through ongoing individual mandala space-awareness practice and through group workshops. 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. SP.
REL 642
Pastoral Counseling & Spiritual Assessment (3)
This class addresses the skills and methods 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 focus of this class will be an exploration of psychosomatic approaches 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 622, REL 623 SP.
REL 645
Introduction to the Study of Religion (3)
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 myth and ritual, sacred image, world space and more, we explore the writings of scholars who have written on philosophical, sociological, comparative, feminist and postmodern methodology. The aim of the course is to help build a theoretical foundation for the further study of religion as a form of study or to explore our own understanding and definitions of the life. Readings include works by James, Otto, Suzuki, Lewis-Williams, Some, Turner, Blaue. FA.
REL 647
The Three Jewels: Buddha, Dharma and Sangha (3)
The Three Jewels—Buddha, Dharma and Sangha—provide a useful summary of the foundations of Buddhism tradition as it is evidenced in Indian Hinduism, and in Korea, China and now in the West. This course explores the history and meaning of the Buddha, the Buddha, the Buddha. In both historical and transhistorical perspectives is examined and the major principles of Buddhism, the Buddhist teachings, in terms of "what has been taught "and "what has been experienced" and an examination of the basic principles of Buddhism community or the sangha. Required for History of Religions sequence. PA.
REL 649
Wisdom: Spiritual Befriending (3)
Perhaps the deepest of life's secrets is how to cultivate our lives so that the years of our lives are lived with awareness, meaning and joy. Every Spiritual Befriending allows the mind to become clarified and settled. Students will learn the contemplative tools of befriending that allow individuals to continue their growth using their unique mind.
REL 650
Wisdom: Spiritual Befriending (3)
This course will introduce the student to the practice of befriending and group work settings. 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. SP.

Religious Studies Department
REL 650
Dzogchen: Monthlong Meditation Intensive (non-credit)
A month-long meditation practice of the Dzogchen tradition with the guidance of ordained meditation instructors. This training provides direct insight into the nature of the Buddhist teachings on personal reality. This is a non-credit requirement for MA students.

REL 651
Comprehensive Practice Retreat (non-credit)
A thirty-five-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 or at a monastic or religious community. It is required for the entire degree program.

REL 652
Sufi/Sufi-Style Meditation and Practicing the Presence of God (non-credit)
This course examines the nature of practicing presence in Islam and how this practice can be incorporated into everyday life.

REL 653
Mindfulness Meditation: A Student's Guide (non-credit)
This course is designed to introduce students to the practice of mindfulness meditation, with a focus on developing an understanding of the techniques and practices involved.

REL 654
Process Lab II (1)
This course is a continuation of REL 66: MDV in 2006. It focuses on the integration of the personal and intellectual aspects of the student's religious studies experience.

REL 655
Engaged Buddhist Training IV (2)
The course will focus on the creation of a nonprofit "business plan" and the implementation of a project designed to address the significant social issue identified and researched in REL 651.

REL 656
The Middle Way School (3)
The course will explore the philosophical and practical aspects of the Mahayana school of Buddhism.

REL 657
The Mind Only School (3)
The course will explore the philosophical and practical aspects of the Madhyamika school of Buddhism.

REL 658
Mindfulness Practice Training (II) (1)
This course is designed to provide students with a comprehensive understanding of the practice of mindfulness meditation.

REL 659
Independent Study (1-3)
Students may register for this course up to three times for a total of 6 credits.

REL 660
Process Lab III (1)
This course is a continuation of REL 66: MDV in 2006. It focuses on the integration of the personal and intellectual aspects of the student's religious studies experience.

REL 661
The Second Turning of the Wheel of Emptiness and Compassion (3)
The course will focus on the philosophical and practical aspects of the Mahayana school of Buddhism.

REL 662
Mindfulness Meditation: A Student's Guide (non-credit)
This course is designed to introduce students to the practice of mindfulness meditation, with a focus on developing an understanding of the techniques and practices involved.

REL 663
Mindfulness Meditation: A Student's Guide (non-credit)
This course is designed to introduce students to the practice of mindfulness meditation, with a focus on developing an understanding of the techniques and practices involved.

REL 664
Process Lab IV (1)
This course is a continuation of REL 66: MDV in 2006. It focuses on the integration of the personal and intellectual aspects of the student's religious studies experience.

REL 665
Mindfulness Meditation: A Student's Guide (non-credit)
This course is designed to introduce students to the practice of mindfulness meditation, with a focus on developing an understanding of the techniques and practices involved.

REL 666
Process Lab V (1)
This course is a continuation of REL 66: MDV in 2006. It focuses on the integration of the personal and intellectual aspects of the student's religious studies experience.

REL 667
Samsara V (4)
The course is a continuation of Samsara IV. Prerequisites: REL 627, 628.

REL 668
Mindfulness Meditation: A Student's Guide (non-credit)
This course is designed to introduce students to the practice of mindfulness meditation, with a focus on developing an understanding of the techniques and practices involved.

REL 669
Mindfulness Meditation: A Student's Guide (non-credit)
This course is designed to introduce students to the practice of mindfulness meditation, with a focus on developing an understanding of the techniques and practices involved.

REL 670
The Second Turning of the Wheel of Emptiness and Compassion (3)
The course will focus on the philosophical and practical aspects of the Mahayana school of Buddhism.

REL 671
Independent Study (1-3)
Students may register for this course up to three times for a total of 6 credits.
REL 749 Contemporary American Religion: Ritual and Practice in a Polaroid Society (3)
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the tools 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 theological practices and their application in crises and transition situations that span the human life cycle—such as 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. SP

REL 750 The Path to Enlightenment (3)
Includes the five paths, ten grounds and obstacles on the bodhisattva path, the relationship between wisdom and compassion, the time scale of the path, the differences between abhidharma and Buddhism, and the signs of a buddha. How the Vajrayana path differs from the sūtra Mahayana path is also discussed. Prerequisites: REL 614, REL 724, REL 763, REL 762, REL 703. Required for Tibetan Buddhism sequence (not for MDIV). SP

REL 751 Buddhism in Tibet (3)
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 Nyima, Phelgye and Vajrayana Buddhism, and to the interplay of religious, political and social factors in this process. Special attention will be paid to Tibet’s unique contributions to Buddhism. Required for History of Religions sequence (not for MDIV). SP

REL 755 Integrative Community Seminar (1)
This seminar will discuss both general and specific program learning and success process reflection. Students will serve as instructors for each class, preparing the presentation and facilitating the discussion. EIMD only. SP

REL 760 Vajrayana Texts (3)
This course explores selected literature of the Vajrayana Buddhism in Tibet from its inception in the seventh 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 interplay of the dakini, the female winged deities, and their western interpreters. Through studying dakini tradition and lore, we will examine the challenges of interpreting symbols and iconography in religion, especially when they are gendered, with applications cross-culturally. Required for History of Religions sequence. SP

REL 763 Applied Theology II (1.5)
For third-year MDIV students, this course will provide ongoing instruction, direction and guidance for student fieldwork, occurring primarily within the Nanpa community. Students and instructors will meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the areas of pastoral care and change agency. FA

REL 766 Process Lab IV (1)
This course is a continuation of REL 728. MDIV only. SP

REL 770 MA Religious Studies Colloquium II (1.5)
This course, a continuation of MA Religious Studies Colloquium I, helps student identify phenomena that are of particular interest to them. Additional attention will be placed on their project. Students will be asked to prepare their Master’s Project paper in pursuit of the chosen phenomenon. What resources are most relevant to this study and what methodologies are most appropriate? What critical perspectives can be brought to bear on the study of this religious phenomenon, and how can the student’s paper address these issues? Required for MA. This course will culminate in a final draft of the Master’s Project paper: under the guidance of the department faculty. SP

REL 779 Inter-religious Dialogue (3)
In the last two decades, interreligious 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 potentials of dialogue for enhancing 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 observing and discussing with views of dialogue, students will learn essential skills and protocols applicable to a variety of dialogue situations. Class will also include dialogue practice workshops. SP

REL 780 Meditation Practicum IV: Mudra Space Awareness (3)
Space can seem hostile or benevolent, seductive or enriching. One can either fight with the situation or work with it in a creative way 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 Tungpa Rinpoche, combining mudra theater exercises with madrite practice. The specific exercises offer a means for developing an appreciation of oneself and others in the context of an active, changing space. Prerequisites: Meditation Practicum I, II, III or by permission of the instructor. MA only. SP

REL 800 MA Indo-Tibetan Buddhism Colloquium I (1.5)
This course constitutes a critical review and curation of the Buddhist studies graduate student’s study at the University and revolves around preparation for the comprehensive exam taken in the spring of the second year. MA only. FA

REL 802 Applied Theology III (1.5)
For third-year MDIV students, this course will provide ongoing instruction, direction and guidance for student fieldwork, occurring primarily within the Nanpa community. Students and instructors will meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the areas of pastoral care and change agency. Prerequisites: REL 763, FA.

REL 803 MDIV Research Methodology (1.5)
This course will provide students with an overview of research methodology and applied theory in preparation for the MDIV culminating project. MDIV only. SP

REL 805 Theological Colloquium (2)
The purpose of this course is to enable MDIV students in their final year and heading toward the comprehensive exams to gather together. This course aims to accomplish several goals: firstly, discovering the Religious Studies/Studio Studies community that they form before the written and oral comprehensive exams that will occur at the end of the spring term. Secondly, the various strands of study, meditation and contemplation, inner work and practical engagement that take place within our department and engage the learning journey that students are in the process of completing. FA

REL 809W Mindfulness Instructor Training III (1)
Last in a series of courses focused on meditation instruction, meditation practice and poverty 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 Shin Buddhism 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. This course is interspersed with classes on the use of meditation practice and interfaith practice and mentorship. MDIV only. FA

REL 890W Comprehensive Exam (non-credit)
MA and MDIV only. SP

REL 884 Master of Divinity Thesis/Project (non-credit)
MA and MDIV only. SP

REL 885 Master’s Project/Thesis (non-credit)
MA only. SP

REL 886 Extended Master’s Project (0.5)
Students who have not completed the master’s project may qualify for an extension of the master’s project semester. May be repeated. MA and MDIV only.
“Movement, to be experienced, has to be ‘found’ in the body not put on like a dress or a coat. There is that in us which has moved from the very beginning: it is that which can liberate us.”
—Mary Starks Whitehouse

For twenty years the Somatic Psychology Department has organized itself around a belief that therapeutic change occurs through experiencing the present moment in a different way. One of the easiest and most straightforward ways to engage the present moment is to stay aware in one’s body—the sensing, emoting and thinking body. Healing, in this sense, follows the continuous physical process of sensing the outer and inner world in a deeper and broader way, integrating the sensations inside one’s body in a new way, and then being able to organize behavior in more satisfying and contributive ways. All behavior involves movement, and movement of all kinds is studied and practiced as one of the finest ways to stimulate awareness, repattern ill-fitting constructs and organize more fulfilling behaviors.

The Somatic Psychology Department offers two unique programs designed to train students in the clinical practice of movement-oriented, body-centered counseling psychology. Students choose between one of two possible 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 whole being. Both concentrations prepare graduates to sit for the Colorado state-licensing exam in counseling.
GRADUATE STUDY

Master of Arts in Somatic Psychology

The 60-credit MA Somatic Psychology program provides students with the theoretical, clinical, and professional skills to be effective psychotherapists grounded in the integration of body, mind, and movements. The program integrates personal and professional learning in a contemplative and somatic framework, stressing the interwoven nature of sensation, emotion, thought, and movement. The 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. Students are required to complete three one-hour sessions in a counseling/therapy relationship with a qualified psychotherapist of their choice (cost of sessions not included in tuition cost). This component emphasizes the importance of self-reflection and firsthand experience as a client with individual counseling therapy.

ADMISSION REQUIREMENTS:

MA SOMATIC PSYCHOLOGY:

1. Standard graduate admission requirements (see p. 17).
2. All applicants must have strong academic skills, be motivated to work with others and demonstrate a high level of movement integration.
3. Selected applicants will be asked to come to the University to participate in a daylong group movement interview. Group interviews are normally held in March, April, and May. "Applicant" admissions fees must be completed before the interview.
4. Both concentrations in the Somatic program have the following admission requirements: 3 semester credit hours (or 45 clock contact hours) of course work with the grade of "C" or above from an accredited college must be completed in each of the following introductory courses:

- Psychology/Abnormal Psychology Theories of Personality and Anatomy.

Dance Movement Therapy

Approved by the American Dance Therapy Association since 1987, this program concentrates on the power of the creative experience, coupled with the healing properties of conscious movement and the interface of movement and the self.

ADDITIONAL REQUIREMENTS FOR DANCE MOVEMENT THERAPY:

1. A bachelor's degree preferably in a field related to dance therapy and the helping professions.
2. A dance experience with at least four of the following dance forms: modern, ballet, jazz, tap, folk dance, ethnic dance, yoga, Tai Chi, and Pilates.
3. Intermediate competency in modern dance technique and a facility with integrating body and spatial awareness.
4. In-depth experience with improvisation and exposure to performance, choreography, dance history, and dance education.
5. A minimum of 100 hours of fieldwork experience in service to others (e.g., hospital work and hospice).

REQUIREMENTS:

MA SOMATIC PSYCHOLOGY:

DANCE MOVEMENT THERAPY

THREE-YEAR PLAN

First year, fall

- PSYS 606 Counseling Relationships/Verbal and Non-Verbal Skills IA (1)
- PSYS 615 Foundations of Dance Movement Therapy (2)
- PSYS 646 The Body in Medication and Psychotherapy (1)
- PSYS 657 Theories of Somatic Psychology IA (1)
- PSYS 682 LifeSpan Development (2)
- PSYS 726 Movement Observation and Assessment: Dance Movement Therapy (2)

SUBTOTAL 13

First year, spring

- PSYS 613 Culturally Competent Therapist (1)
- PSYS 637 Foundations of Movement, Patternning and Analysis (1)
- PSYS 649 The Body in Medication and Psychotherapy (1)
- PSYS 656 Counseling Relationships/Verbal and Non-Verbal Skills IA (1)
- PSYS 657 Theories of Somatic Psychology (2)
- PSYS 683 Group Process and Dynamics (1)

SUBTOTAL 12

Second year, fall

- PSYS 605A Advanced Clinical Applications: Dance Movement Therapy (2)
- PSYS 657 Clinical Orientation (2)
- PSYS 700 Creative Arts Therapies Groups and Special Populations (2)
- PSYS 707 Multicultural and Diversity Issues (2)
- PSYS 756 Methods of Psychotherapy (3)

SUBTOTAL 10

Second year, spring

- PSYS 607 Clinical Assessment (2)
- PSYS 661 Relationship, Sexuality and Couples Therapy (2)
- PSYS 700 Advanced Clinical Skills (2)
- PSYS 836 Thesis Research Seminar I (0.5)
- PSYS 789 Comprehensive Exam (1)

SUBTOTAL 12

Third year, fall

- PSYS 778 Lifescripts and Career Development (3)
- PSYS 856 Professional Preparedness (3)
- PSYS 826 Dance Therapy Internship Seminar I (1)
- PSYS 816 Dance Therapy Internship Placement I (4.5)
- PSYS 837 Thesis Research Seminar I (0.5)

SUBTOTAL 9

Third year, spring

- PSYS 866 Dance Therapy Internship Placement II (1.5)
- PSYS 876 Dance Therapy Internship Seminar II (1)
- PSYS 881 Extended Thesis (0.5)

SUBTOTAL 3

TOTAL 40

Body Psychotherapy

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

Additional Requirements for Body Psychotherapy

A certificate and documentation of training, for a minimum of 250 hours, in an approved bodywork discipline is required. Some forms that have been approved are Rolfing, Aston patterning, Body-Mind Centering, Lomi Lomi, Alexander Feldenkrais, soma massage, certifications, and some yoga therapy and yoga teacher training. Other forms will be evaluated by the department.

REQUIREMENTS:

MA SOMATIC PSYCHOLOGY:

BODY PSYCHOTHERAPY

THREE-YEAR PLAN

First year, fall

- PSYS 606 Counseling Relationships/Verbal and Non-Verbal Skills IB (2)
- PSYS 621 Body Observation and Assessment: Body Psychotherapy (2)
- PSYS 626 Foundations of Body Psychotherapy (3)
- PSYS 646 The Body in Medication and Psychotherapy (1)
- PSYS 657 Theories of Somatic Psychology (2)
- PSYS 683 LifeSpan Development (3)

SUBTOTAL 13

First year, spring

- PSYS 613 Culturally Competent Therapist (1)
- PSYS 637 Foundations of Movement, Patternning and Analysis (1)
- PSYS 656 Counseling Relationships/Verbal and Non-Verbal Skills IA (1)
- PSYS 657 Theories of Somatic Psychology (2)
- PSYS 683 Group Process and Dynamics (1)

SUBTOTAL 12

Second year, fall

- PSYS 605A Advanced Clinical Applications: Dance Movement Therapy (2)
- PSYS 657 Clinical Orientation (2)
- PSYS 700 Creative Arts Therapies Groups and Special Populations (2)
- PSYS 707 Multicultural and Diversity Issues (2)
- PSYS 756 Methods of Psychotherapy (3)

SUBTOTAL 10

Second year, spring

- PSYS 607 Clinical Assessment (2)
- PSYS 661 Relationship, Sexuality and Couples Therapy (2)
- PSYS 700 Advanced Clinical Skills (2)
- PSYS 836 Thesis Research Seminar I (0.5)
- PSYS 789 Comprehensive Exam (1)

SUBTOTAL 12

Third year, fall

- PSYS 778 Lifescripts and Career Development (3)
- PSYS 856 Professional Preparedness (3)
- PSYS 826 Dance Therapy Internship Seminar I (1)
- PSYS 816 Dance Therapy Internship Placement I (4.5)
- PSYS 837 Thesis Research Seminar I (0.5)

SUBTOTAL 9

Third year, spring

- PSYS 866 Dance Therapy Internship Placement II (1.5)
- PSYS 876 Dance Therapy Internship Seminar II (1)
- PSYS 881 Extended Thesis (0.5)

SUBTOTAL 3

TOTAL 40

Somatic Psychology Department
Advanced Clinical Applications: Body Psychotherapy (2)

PSY 667
Clinical Orientation (2)

PSY 733
Multicultural and Diversity Issues (2)

PSY 719
Senior Seminar: Psychotherapy (1)

PSY 736
Methods of Psychotherapy (2)

Subtotal
11

Second year, spring

PSY 667
Clinical Assessment (3)

PSY 674
Relationship, Sexuality and Couples/Therapy (2)

PSY 700
Research and Statistics (3)

PSY 766
Advanced Clinical Skills (2)

PSY 836
Thesis Research Seminar I (0.5)

PSY 789
Comprehensive Exam (0.5)

Elective (1)

Subtotal
12

Third year, fall

PSY 776
Lifestyles and Career Development (3)

PSY 834
Body-Psychotherapy Internship Placement I (1.5)

PSY 838
Body-Psychotherapy Internship Seminar I (2)

PSY 837
Research Seminar II (0.5)

PSY 856
Professional Preparation (3)

SUBTOTAL
9

Third year, spring

PSY 866
Body-Psychotherapy Internship Placement II (2)

PSY 876
Body-Psychotherapy Internship Seminar II (2)

PSY 894
Somatic Thesis (0.5)

Subtotal
6

TOTAL CREDITS 60

Somatic Psychology Elective Offerings

PSY 699W
Somatic Psychology Current Topics (1)

PSY 600E
Theories and Techniques of Play Therapy (2)

PSY 696
Somatic Psychology Current Topics (1)

PSY 600B
Cognitive-Behavioral Play Therapy (2)

PSY 652
Essential Dance Therapy (3)

PSY 676
Dreamwork in Somatic Psychology (2)

PSY 665
Sandplay Therapy (1)

Internship

Students in the Somatic Psychology program are required to 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 700 hours of both group and individual clinical mentorship by a registered dance therapist or body-centered psychomotorist. If the student has not completed the clinical praxis prior to completing the required course work or is completing internship over the summers the student must enroll in PSY 877, Extended Internship Placement, for every semester including summer until graduation or internship completion.

Thesis

For both concentrations, students are required to complete a senior 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. If a student has not completed the thesis after taking the required thesis course work, the student must enroll in PSY 881, Extended Thesis, every semester including summer until graduation.

Program Support and Student Success

It is essential that students understand that acceptance into the program does not guarantee completion. Over the course of a 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 or the field require. While the department has structures to support the student’s efforts to achieve success, it cannot be guaranteed.

Licensure

The Dance Movement Therapy program is designed in accordance with the American Dance Therapy Association (ADTA) guidelines and has been an ADTA-approved program since 1997. 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 state’s licensure in professional counseling. All prospective students are responsible for researching the licensure requirements for the state(s) in which they plan to practice.

Play Therapy Training Program

Through the Somatic Psychology Department and Extended Studies, Naropa University offers 150 instructional hours in play therapy for graduate students and postgraduate degree professionals on a credit and non-credit basis. Students in any of the graduate psychology departments are eligible to add extra credits onto their degree to fulfill the academic requirements to potentially become a Registered Play Therapist (RPT) with the Association for Play Therapy (APT). The program emphasizes working with children, adolescents and their families and other care providers in an embodied, experiential fashion. The play therapy program is designed to fulfill the RPT requirements through the following courses:

PSY 600E
Theories and Techniques of Play Therapy (2)

PSY 610
Developmental Issues in Play Therapy (2)

PSY 620
Body-Centered Play Therapy (2)

PSY 630
Play Therapy and Family Systems (2)

PSY 705
Marriage and Family Sandplay Therapy (2)

Somatic Psychology Department Courses

Undergraduate

100–199
Introduction courses open to all students

200–399
Intended for first-year and second-year students

300–499
Intended for juniors and seniors

400–499
Intended for seniors

Graduate

500–699
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.

e Online course

FA
Offered in fall only

SP
Offered in spring only

SU
Offered in the summer only

F/SP
Offered in both spring and fall

SAP
Offered through a study abroad program

SOMATIC PSYCHOLOGY (PSYS)

PSYS 519W
Somatic Psychology: Current Topics (1)

This class provides an opportunity for students to experience and learn about many different styles and practical applications of body-centered therapy. The focus of the class 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, dance, and drama. The class will be a combination of traditional and experiential learning. Some applications to special populations will be explored.

PSYS 537
Dance Movement Therapy Seminar (variable credit)

PSYS 547
Contemporary Issues/Somatic Psychology (variable credit)

PSYS 577
Developmental Issues/Somatic Psychology (variable credit)

PSYS 600
Theories and Techniques of Play Therapy (2)

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 605A
Advanced Clinical Applications: Dance Movement Therapy (2)

This course explores all the components of authentic movement process with particular emphasis on the role of the therapist in the growth and development of a group. Students have simple class time to explore their own process while experiencing the therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of a healing relationship. The primary text is taken from articles written by Mary Whitehouse, Janet Adler and other founders of authentic movement.

PSYS 605B
Advanced Clinical Applications: Body Psychotherapy (2)

Using various methods common to body psychotherapy, this course will continue students’ clinical development by introducing complex applications of somatic technique. Students will extend their understanding of various clinical populations, dual diagnoses and complex psychodynamic processes and extend skill building in the areas of movement, sensing, sensory integration and expressive behavior.

PSYS 606
Counseling Relationships: Verbal and Non-Verbal Skills I (2)

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 growth, 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. Course work will also include in-class supervision, role-playing, relevant readings and a culminating paper that articulates the student’s emerging clinical interests and preferences. Somatic Psychology students only.

PSYS 607
Clinical Assessment (3)

Student clinicians are provided with working knowledge of the skills and tools used in the clinical process of assessing, diagnosing and treating psychiatric symptoms 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 of DSM-IV/DSM-5 as a tool for understanding states of individual psychopathology. Prior exposure to Abnormal Psych or psychopathology requirement and PSYS 667 Clinical Orientation/PA Somatic Psychology students only.

PSYS 610
Developmental Issues in Play Therapy (2)

This course will emphasize clinical skill building across the lifespan using such resources as research, biosciences, creative arts, Jungian psychology, dream work and physical activity. Students will learn play therapy techniques as they apply to different populations, ages and clinical needs.

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PSYS 707 Multicultural and Diversity Issues (2) 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 explore several cultures in depth. MA Somatic Psychology students only. FA

PSYS 719Sensorimotor Psychotherapy (4) An advanced theory and skills course that studies both developmental and traumatic wounding and the adult patterns of thought, emotion, and behavior these wounds create. Using the method of Sensorimotor Psychotherapy (SMP), students will learn a model of character development as well as a somatic understanding of trauma and its physiological and psychological effects. Practical somatic techniques for contacting, accessing, deepening processing, transforming and integrating developmental and traumatic experiences will be taught. FA

PSYS 726Observation and Assessment: Dance Movement Therapy (2) As a youth walked in the mountain, Rudolph Laban expressed, “I moved for sheer joy in all the 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, Space, and Shape, based on these theories and cover basic movement concepts and assessment principles from a Laban perspective. MA Somatic Psychology students only. FA

PSYS 736 Motorsensory Psychotherapy (3) 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 examined and applied to experiential movement experiences. Concepts of these various theories will be discussed in relation to diversity issues. FA

PSYS 756 Advanced Clinical Skills (2) In this course students explore two life cycle areas that are rarely addressed in movement therapy. First, students will examine the effects of pre- and peri-natal trauma on adult patterns of psychopathology. Second, the dying process is introduced as a vivid experience of adult patterns and psychopathologies. Birth and death are treated as the two sides of the coin of the “flying process” and their metacognitive use in psychotherapeutic practice is explored. Specific techniques and interventions that address these processes are taught. MA Somatic Psychology students only. SP

PSYS 777 Somatic Psychology Symposium (1) This course brings together students from the field of somatic psychology together to focus on a particular topic.

PSYS 778 Lifestyles and Career Development (3) 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, career and retirement, and right livelihood. Attention will be paid both to the student’s personal experience and also to the implications for counseling others. Controversial and conventional approaches will be explored. FA

PSYS 789 Comprehensive Exam (0.5) All students will, in their second year, receive a list of comprehensive questions that test their theoretical knowledge and how they integrate with clinical skills in their field of study. At the end of the semester, each student will answer these questions in an oral and written format as a way of demonstrating what has been learned in the first two years of study.

PSYS 816 Dance Therapy Internship Placement II (A or B) Students receive credit for their internships through this class. A lab fee is assessed to provide forty hours of one-to-one ADTR clinical mentorship. Dance Movement Therapy students only. A materials fee may be assessed for this course. FA

PSYS 818 Body Psychotherapy Internship Placement II (B) Students receive credit for their internships through this class. A lab fee is assessed to provide forty hours of clinical mentorship. MA Somatic Psychology students only. A materials fee may be assessed for this course. FA

PSYS 826 Dance Therapy Internship Seminar II (A or B) 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 100 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. FA

PSYS 894 Dance Therapy Internship Seminar II (B) This course is for Body Psychotherapy students who have completed their fieldwork requirements. It involves supervised practical experiences that assist the student in clinical and professional activities. Body Psychotherapy students only. A materials fee may be assessed for this course. SP

PSYS 896 Dance Therapy Internship Placement II (B) Students receive credit for their internships through this class. A lab fee is assessed to provide forty hours of clinical mentorship. This class is a continuation of PSYS 818. Body Psychotherapy students only. A materials fee may be assessed for this course. SP

PSYS 864 Dance Therapy Internship Placement II (A or B) Students receive credit for their internships through this class. A lab fee is assessed to provide forty hours of clinical mentorship. This class is a continuation of PSYS 816. Dance Movement Therapy students only. A materials fee may be assessed for this course. SP

PSYS 867 Dance Therapy Internship Placement II (A or B) 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 100 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. SP

PSYS 868 Advanced Internship Placement (0.5) The purpose of this course is to provide continued support and clinical mentorship over basic movement concepts and assessment principles from a Laban perspective. MA Somatic Psychology students only. FA

PSYS 877 Extended Internship Placement (0.5) This course is for Body Psychotherapy students who have completed their fieldwork requirements. It involves supervised practical experiences that assist the student in clinical and professional activities. Body Psychotherapy students only. SP

PSYS 881 Extended Internship (0.5) This course is required for all Somatic Psychology Department students who have finished five semesters of coursework and who have not yet fulfilled the internship. This class is to be taken the fifth semester of study and subsequent semesters until the internship is completed. Note: This class also enables students to defer repayment of their financial aid. MA Somatic Psychology students only. FA/S/P
"Joining heaven and earth—
Stilling the whirlpools of the mind."

The Traditional Eastern Arts Department 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. Traditional Eastern Arts courses teach the development and use of internal energy through discipline and practice while providing the space and training for the integration of body, mind and spirit. In addition to courses in the core body/mind awareness disciplines, course offerings include Shambhala and/or Zen meditation, kyudo (Zen archery), ikebana (Japanese flower arranging), mudra space awareness and Indian devotional singing and ragas. Through a foundation of sitting meditation practice, the student develops shamatha (peace) and vipashana (insight), begins to develop gentleness (maitri) towards self and others and learns to honor life and its traditions in the context of sacred world. The department offers a BA degree in Traditional Eastern Arts.
UNDERGRADUATE STUDY
Bachelor of Arts in Traditional Eastern Arts

The 36-credit credit-hour Traditional Eastern Arts major is grounded in sitting meditation practice. In the first and second semesters, students learn the basic principles of sitting meditation from the Shambhala and Zen traditions. From this ground students pursue an in-depth study of one of three core body/mind awareness disciplines: tai-chi ch’uan, akido, or yoga. Study includes the philosophy, history, and culture of the chosen discipline. The major trains and encourages students to develop practice and discipline as a way of life and to bring the essence of that discipline into alignment with other areas of life such as livelihood, health, creative statement, and community.

Declaration of Major
Declaring a major in Traditional Eastern Arts requires an interview with the department chair. The application deadline is October 30 for spring enrollment and March 1 for fall enrollment.

REQUIREMENTS
BA TRADITIONAL EASTERN ARTS

Core courses
- TRA 100 Shambhala Meditation Practicum I (3)
- TRA 200 Shambhala Meditation Practicum II (3)
- TRA 318 Exploring the Traditional Eastern Arts (2)
- PSYB 100 Anatomy (3)
- TRA 499 Senior Colloquium (1)

TOTAL CREDITS 12

Areas of Concentration
There are two tracks for each area of concentration; Track one is for students entering the University in their junior year; Track two is for students entering the Traditional Eastern Arts Department.

Alldo
"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 dedicated to you by heaven and earth."
—Senso, Michi Ushitsuka, allido Shihan

The roots of allido stand in the soil of the great warrior tradition build, where the fighting arts were studied and practiced for defense of society and as a personal path for awaking. Allido wisdom and skills are developed through lively partner practice. On the mat we engage with varied tactics 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.

Allido Concentration
Care Requirements (12)
Track 1: Allido M4 (TRA 110, 210, 231, 240, 241) or Track 2: Allido M4 (TRA 450, 458, 491, 495) (12)

Choose 12 credits from the following courses:
- TRA 104 Kesa (3)
- TRA 499 Independent Study (1)
- REL 315 Zen Buddhism (3)
- TRA 113 Wuju Zen Artistry (3)
- TRA 437-457 Seminar — Reed Sensei (0.5)
- TRA 424-426 Seminar — Slide Sensei (0.5)
- ART 499 Summer Camp (1)
- ART 313 Brush Stroke 3 (3)

TOTAL CREDITS 36

Yoga
"Yoga chhi chhi natho pha ego is the sitting of the whirlpool of the mind."
—Patanjali

In Sanskrit, yoga means "union" or "joining together" or "oneness" and it is also the name of an ancient Indian discipline designed to reveal one's true nature, or Atman. Yoga views one's body, emotions, mind and spiritual self as a continuum of energy with the physical body at one end and the spiritual "body" at the other. Aiming toward oneness and health among these energies, yoga practice produces strength, limberness and stamina. The yoga taught is from a traditional all-asana system including practices from yoga poses to advanced concentration.

Yoga Concentration
Care Requirements (12)
Track 1: Yoga M4 (TRA 135, 233, 332, 335) or Track 2: Three-Times Retreat (TRA 450, 456, 458) (12)

Choose 12 credits from the following courses:
- ART 499 Independent Study (1)
- TRA 499 Meditation Practicum (TRA 460) (3)

TOTAL CREDITS 36

Minor in Traditional Eastern Arts
To minor in Traditional Eastern Arts, students must complete 9 credits in one awareness discipline (tai-chi ch’uan, yoga or allido).

Certificate Program in Traditional Eastern Arts
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 (3 credits), a familiarity with an adjacent contemplative awareness discipline (3 credits) and general electives (11 credits). Students focus on one of three areas: tai-chi ch’uan, allido or yoga.

Required Courses
- TRA 100 Shambhala Meditation Practicum I (3)
- TRA 200 Shambhala Meditation Practicum II (3)
- TRA 105, 110, 133 Tai Chi Chuan, Allido or Yoga 1 (3)
- TRA 205, 210, 233 Tai Chi Chuan, Allido or Yoga 2 (3)
- TRA 445, 450, 458 Allido or Yoga 2 (3)
- TRA 455, 464, 473 Tai Chi Chuan, Allido or Yoga IV (2)
- TRA 456, 464, 473 Adjunct Contemplative Awareness Discipline (3)
- TRA 459 Contemplative Awareness Discipline (3)

TOTAL CREDITS 30

Traditional Eastern Arts Department

Undergraduate
100-199: Introductory courses open to all students
200-299: Required for first-year and second-year students
300-399: Required for juniors and seniors
400-499: Required for seniors

Graduate
500-599: Graduate-level electives and introductory courses
600-699: Required for first-year graduate students
700-799: Required for advanced graduate students
800-999: Required for master's thesis, projects, internship, field placement, etc.

Online courses
- Online courses
- Offered in fall only
- Offered in spring only
- Offered in the summer only
- Offered in both spring and fall
- Offered through a study abroad program
TRADITIONAL EASTERN ARTS (TRA)

Shambhala Meditation Practice (1)

The Shambhala tradition, taught by Chogyam Trungpa, is a secular path of spiritual training. In this class we learn 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 selves. Our class also explores the connection between the arts and meditation and would be of interest to anyone exploring their own creative processes. A slogan of the class is "notice what you notice" (a phrase Allan Ginsberg coined). FAS/FA

TRA 103

Introduction to Yoga (3)

Yoga was traditionally practiced to cultivate a pure and receptive body that served as a vehicle for realizing spiritual insight through relationship with a teacher and meditation. In this class yoga will be introduced and investigated through self-inquiry, group discussion, and practice. We will explore the history of yoga and the many aspects of practice, including posture and movement based on the internal forms of alignment and meditation. This course does not fulfill the prerequisites for TKA 223 / Yoga. FAS/FA

TRA 105/105S

Taoist ChiKuan Level I (3)

The first third of the form is introduced. The philosophy of Taoist ChiKuan is discussed. The basic principles of relaxation, body awareness, meditation, and the concept of "tan ten" separation of Yin and Yang and developing a soft and sensitive hand are emphasized. FAS/FA

TRA 110/110S

Alkido I (3)

We begin with centered ourselves and bringing awareness to the awareness of self. We simultaneously practice the kets of clean powerful attacks, harmonic defense responses and order, the art of joining. Emphasis will be placed on extending energy and transforming the encounter to one of excitement and harmony. We will also establish into the Alkido "fitness" and training community. We expose students to Alkido by interacting with our community. We write papers and journals. FAS/FA

TRA 113/113S

Kyodo Zaisu Koryo (3)

Kyodo, 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. Kyodo 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 Kyodo, 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. FAS/FA

TRA 114/141S

Indian Devotional and Raga Singing (Sing)

Sing is a richly multi-faceted form that is practiced in many forms. Sing is a central aspect of Hindu devotional practice. The practice of Sing is an opportunity to explore and experience the beauty of sacred sound, to connect with the divine, and to develop a deeper understanding of the world. Sing is also a form of meditation and can be practiced in a variety of ways. This course is open to all levels of experience and is suitable for anyone interested in exploring the practices of Indian devotional singing. There is a $35 materials fee. FAS/FA

TRA 120/120S

Kabuki (3)

Kabuki is the Japanese art of flower arranging, stemming from a love of nature and a delight in developing the elegance and contrasts of the flower. While continuing to work on the basic principles, the class will learn to "breathe the way of flowers" because it is a contemplative practice (a "cherry art") as well as an art form. We are exploring the beauty and challenges of Kabuki in an effort to connect with our own inner world. There is a $25 materials fee. FAS/FA

TRA 130/130S

Exploring the Traditional Eastern Artes (3)

Starting with sitting meditation, the experience of sitting and breathing in a stationary position is explored. The class then explores the relationship of body awareness and the experience of movement in the world. We also explore principles of how one person moves and interacts with another. This course is designed for students who are interested in exploring the essence of these contemplative practices. FAS/FA

TRA 133/133S

Yoga Level I (3)

This class presents an introduction to the ancient tradition of yoga. Students gain both an understanding of its historical and social context and an experience of its methods, which constitute an in-depth exploration of movement, breathing, and consciousness. The result is a greater sense of freedom and awareness. The class meets in the evenings and is open to all levels of experience. There is a $32 materials fee. FAS/FA

TRA 200/200S

Shambhala Meditation Practice II (1)

This course offers a comprehensive practice in the practice of meditation as a means to reconnect with basic goodness. Shambhala refers to an awakened society that exists in the heart of every human being. This course is open to all levels of experience and is open to anyone interested in exploring the principles of Shambhala. There is a $32 materials fee. FAS/FA

TRA 205/205S

Taoist ChiKuan Level II (3)

The first third of this form is covered. This course introduces the principles of becoming more relaxed, soft, and open in our body and mind are emphasized. FAS/FA

TRA 210/210S

Alkido II (3)

This class continues to develop the skills in the basic Alkido techniques and philosophy to create greater centeredness and calmness. It is an opportunity to experience the art of Alkido. It is a unique experience of the integration of body and mind. The class will focus on developing a reflective practice of Alkido. There are no prerequisites for this course, but attending the previous class is highly recommended. FAS/FA

TRA 233/233S

Yoga II (3)

This class builds on the skills and knowledge gained in Yoga I. In this class students begin working with the concepts (inner energy potential) and the energy that flows through them. The program of practices (icchadhara) is even more rigorous than Yoga I, especially in the realm of breathing and concentration. All students are required to practice daily at home for at least one hour. There are no prerequisites. Completion of one semester of level I, one semester of level II and permission of the instructor is required. FAS/FA

TRA 240/240S

Meditation Space Awareness (3)

Space can seem hostile, benedictive, seductive or enriching. Our perceptions are colored by our experiences and are heightened by openness, depending on whether we struggle against or work creatively with obstacles. Students in this class learn exercises designed by Chogyam Trungpa, (Rinpoche, the master practitioner of the buddha's mind and experiments with space and form by selected Western directors. Classes exercise help students develop an appreciation of themselves and others in the context of creating an engaging, changing space. A studio class, space outdoors, rehearsal and attendance are the primary course requirements. FAS/FA

TRA 245/245S

Taoist ChiKuan Level III (3)

The first two-thirds of the form are covered. The last third is taught. Emphasis is on balance, rhythm, breath, centeredness and the other basic principles. FAS/FA

TRA 210/210S

Alkido III (3)

Calm confidence and grace emerge naturally with the continued and consistent study of Alkido movements and concentration. This course is designed for students who are interested in developing a deeper understanding of the philosophy and principles of Alkido. There are no prerequisites for this course, but attending the previous classes is highly recommended. FAS/FA

TRA 210/210S

Meditation Level III (3)

The first two-thirds of the form are covered. The last third is taught. Emphasis is on balance, rhythm, breath, centeredness and the other basic principles. FAS/FA

TRA 233/233S

Yoga II (3)

This class builds on the skills and knowledge gained in Yoga I. In this class students begin working with the concepts (inner energy potential) and the energy that flows through them. The program of practices (icchadhara) is even more rigorous than Yoga I, especially in the realm of breathing and concentration. All students are required to practice daily at home for at least one hour. There are no prerequisites. Completion of one semester of level I, one semester of level II and permission of the instructor is required. FAS/FA

Traditional Eastern Arts Department

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Traditional Eastern Arts Department

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TRA 420/422
Ta-chi Chi-sau Summer Camp (1)
The Tai-chi chuan summer camp is an annual five-day retreat/community environment. Ta-chi classes are held three times a day twice in the mornings and once in the afternoons. All levels of Tai-chi, beginning as well as advanced, are taught. Periods of sitting meditation will be interspersed with the Tai-chi form classes throughout the day. For more advanced practitioners, there will be push-hands and sword for.

TRA 399
Independent Study (1-3)
This class is taught by the instructor of the core awareness discipline: the history, culture and philosophy of the major awareness disciplines is studied. The student and teacher meet in the beginning, middle and end of the semester. Program students only. FAS/P.

TRA 465/565
Tai-Chi Chi-sau Level IV: Push-Hands (1-3)
Push-hands, the two-person Tai-chi chuan exercise, is the most immediate practical application of the Tai-chi chuan form. Students learn to relax while in relationship with someone else's energy. They understand 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. You may be asked to do a combination of size form and push-hands, depending on your level. Minimum prerequisite: completion of the form form correction and permission of the instructor. FAS/P.

TRA 410-270
Aikido IV (2-3)
This course is a continuation of TRA 410. Prerequisite: TRA 310 or permission of the instructor. FAS/P.

TRA 433/575
Yoga: Stage IV (3-4)
This is a continuation of TRA 333. Prerequisite: TRA 333 or permission of the instructor. FAS/P.

TRA 455/555
Tai-chi Chi-sau Level V: Sword Forms (1-3)
The Tai-chi chuan sword is a practice that further extends the principles of integrated movement, relaxation, balance and chi while relating to an external object. This could be a brush, as in the realm of calligraphy and painting, or in this case, a sword. The sword is not wielded by using muscle and physical strength. Instead, by using the body's natural structural and dynamic characteristics and the force that operates in the environment. By permission of the instructor for students who have previous experience studying Tai-chi chuan form and push-hands. You may be asked to do a combination of size form, push-hands and sword forms depending on your level. FAS/P.

TRA 463/563
Yoga Meditation Practicum (3)
Traditional yoga's central purpose is to produce good meditation practitioners. After all the pulling and stretching and concentrating one is taught to sit still and to still one's mind. This is the core of yoga. Most of yoga's meditation practices and a vast body of teachings about meditation in this class will revolve around a journey into yoga meditation. Through practices and study of yoga's diverse and rich traditions.

TRA 489
Senior Colloquium (1)
This required 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 focus of the class is on writing, discussion and presentation of the senior project. Program students only. FAS/P.

TRA 490, 493, 495
Tai-chi Chi-sau Levels VI-VIII (1-3)
Students will further their understanding of Tai-chi chuan principles and integrate them deeper into their practice. The form and applications (push-hands or Tai-chi sword) and study will be readings and discussions on related literature, dialogue and reflective writing during informal community gatherings. Students will be asked to keep a journal to track their progress. FAS/P.

TRA 221/221
Qi Gong (1)
Qi Gong (or Chi Gong) 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. FAS/P (whenever it is offered).

TRA 450, 487, 491, 494
Aikido V/VL/VL/VL (2 each)
Further progress in aikido study will be pursued at the nationally reputed Boulder Aikido under the tutelage of Nanpo's aikido faculty. Students will deepen their understanding, will and strength in Uken, execution of basic and advanced techniques, participate in bo/daki, Jo/tanto training and randori practice. Readings, discussions and reflective writing will be required during weekly off-campus meetings. Students will be asked to keep a journal. FAS/P.

TRA 437/537 and TRA 440/547
Aikido Seminars — Ildaa Sensai and Soatojo Sensei (83 each)

TRA 524
Aikido Summer Camp (1)
These seminars and summer training with Soatojo Sensei, Shinanos, and Ildaa Sensai, 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. FAS/P (semidem). Su (camp).
“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 the human potential for optimal mental health, wholeness and a non-dualistic view. The field includes spirituality in psychology as a foundational context for healing, growth and maturation. The Transpersonal Counseling Psychology Department offers education in transpersonal psychotherapeutic work with individuals and groups and provides training for counselors to work with a broad range of human experiences and populations.

In a setting of collaborative inquiry, students engage in a process that emphasizes the development of intellectual, emotional, social and spiritual awareness. The process features mindfulness and awareness practices as a foundation for training students. The program focuses on exploring the underlying orientation, development and personal journey of the counselor. Depth work is designed to open new possibilities for inner growth, enhanced relational skills and professional competence.

The faculty provides diverse perspectives that allow students to formulate their own point of view. The department offers a Master of Arts degree in Transpersonal Counseling Psychology with concentrations in Counseling Psychology, Art Therapy, Music Therapy and Wilderness Therapy, as well as a low-residency Master of Arts degree program in Transpersonal Psychology. The first four programs prepare students for the Licensed Professional Counselor Examination and qualify them to work in agencies or private practice.
GRADUATE STUDY
Master of Arts in Transpersonal Counseling Psychology

The three-year, full-time program is composed of four key elements: transpersonal and contemplative orientation, theoretical, experiential and clinical training courses; the counseling experiential; and the internship.

Transpersonal and contemplative courses survey the interplay between psychology and spiritual paths, provide training in moment-to-moment awareness, offer opportunities for the development of compassion and include various body awareness disciplines. Students maintain a contemplative practice throughout the program.

Theoretical, experiential and clinical training courses offer various views of psychology, psychotherapy and healing. Clinical courses include participation in group process and skills courses emphasizing personal and professional development.

The counseling experiential requires participation in a counseling relationship with documentation of thirty one-hour sessions with a qualified psychotherapist.

ADMISSION REQUIREMENTS: MA TRANSPERSONAL COUNSELING PSYCHOLOGY
The basic prerequisites to all the four counseling concentrations are the following:
1. Standard graduate admission requirements (see p. 17).
2. Course work in Developmental Psychology, Abnormal Psychology, and Theories of Personality.

REQUIREMENTS: MA TRANSPERSONAL COUNSELING PSYCHOLOGY

First year, fall
PSY 610 Therapeutic Applications of Human Development (3)
PSY 611 Counseling Relationship (2) Techniques and Practice (2)
PSY 621 Psychology of Meditation and Mindfulness Training (3)
PSY 714 Multicultural Issues in Therapy (1)

SUBTOTAL 9

First year, spring
PSY 661 Counseling Relationship II (3)
PSY 670 Transpersonal Psychology (3)
PSY 710 Family Systems (3)
PSY 720 Meditation Practice I Cultivating Awareness (1)

SUBTOTAL 10

First year, summer
Electives Intensives and others (0-3)

Second year, fall
PSY 601 Gestalt I Awareness (3)
PSY 671 Psychology of Meditation II Applications to Counseling (3)
PSY 680 Group Dynamics and Leadership (3)
PSY 700 Research, Statistics & Psychological Testing (3)

SUBTOTAL 11

Second year, spring
PSY 651 Gestalt I: Experiment (3)
PSY 660 Clinical Assessment (3)
PSY 770 Meditation Practice II Developing Compassion (1)
PSY TBA Multicultural Issues in Therapy II (1) Elective(s) (0-3)

SUBTOTAL 8-11

Second year, summer
Electives Intensives and others (0-3)

Third year, fall
PSY 800 Field Placement I (Internship) (3) (changes to 2 credits in fall 05)
PSY 802 Counseling Practicum (1)
PSY 810 Professional Seminar & Ethics I (1.5)
PSY 820 Master's Paper Seminar I (0.5)
Elective(s) 0-3

SUBTOTAL 6-9

Third year, spring
PSY 758 Career Issues in Psychotherapy (1)
PSY 850 Field Placement II (Internship) (2)
PSY 860 Professional Seminar & Ethics II (2.5)
PSY 880 Master's Paper Seminar II (0.5) Elective(s) (0-3)

SUBTOTAL 6-9

TOTAL CREDITS 60

Art Therapy
As a hybrid profession, art therapy involves intensive studies in the visual arts, the social sciences and the development of solid psychosomatic skills. Narcolepsy's approach integrates these areas within a transpersonal framework. Grounded in a foundation of contemplative training, students pursue didactic and experiential coursework in art therapy and transpersonal psychology.

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, 2 credits of body awareness course work and 2 credits of electives. Students also participate in a minimum of 120 direct art contact hours of studio-based work.

Additional Admission Requirements for Art Therapy Applicants must meet the criteria listed above and the additional requirements listed below:
1. 12 credits in psychology course work: credits including 9 listed above and 3 additional.
2. 15 credits of studio art classes, including basic drawing (3), painting (3) and sculpture or clay (3).
3. Supplemental application including a 20-40 page portfolio representing work in a diverse selection of media including painting, drawing and three-dimensional work, as well as a description of the work.

REQUIREMENTS: MA TRANSPERSONAL COUNSELING PSYCHOLOGY: ART THERAPY

First year, fall
PSY 604 Foundations of Art Therapy (3)
PSY 611 Counseling Relationship I Techniques and Practice (2)
PSY 621 Psychology of Meditation I Mindfulness Training (3)
PSY 624 History and Theory of Art Therapy (3)
PSY 714 Multicultural Issues in Therapy I (3)

SUBTOTAL 11

First year, spring
PSY 661 Counseling Relationship II (3)
PSY 670 Transpersonal Psychology (3)
PSY 710 Family Systems (3)
PSY 720 Meditation Practice I Cultivating Awareness (1)

SUBTOTAL 10

First year, summer
Elective(s) (0-3)

Second year, fall
PSY 651 Gestalt I: Experiment (3)
PSY 660 Clinical Assessment (3)
PSY 770 Meditation Practice II Developing Compassion (1)
PSY TBA Multicultural Issues in Therapy II (1) Elective(s) (0-3)

SUBTOTAL 8-11

Second year, spring
Elective(s) (0-3)

Third year, fall
PSY 800 Field Placement I (Internship) (3)
PSY 802 Counseling Practicum (1)
PSY 810 Professional Seminar & Ethics I (1.5)
PSY 820 Master's Paper Seminar I (0.5)
Elective(s) 0-3

SUBTOTAL 6-9

Third year, spring
PSY 758 Career Issues in Psychotherapy (1)
PSY 850 Field Placement II (Internship) (2)
PSY 860 Professional Seminar & Ethics II (2.5)
PSY 880 Master's Paper Seminar II (0.5) Elective(s) (0-3)

SUBTOTAL 6-9

TOTAL CREDITS 60

4. Personal charity, and good written and verbal communication skills.
5. Supplemental application(s).
6. An on-site interview is required for all applicants who are being considered.
7. Concentration Areas
   There are four areas of concentration in counseling psychology: within the department Counseling Psychology, Art Therapy, Music Therapy and Wildlife 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 track offers experiential and theoretical study in counseling spirituality and psychology. Our methods include meditation, gestalt awareness, psychodynamic approaches and client-centered therapy. Together these mediums challenge students to deep inner personal exploration as well as focused relational work with others. Exploration of process is balanced with personal reflection and shared observation. Students choose from a variety of electives including specialized transpersonal approaches, meditation, marriage and family therapy, Jungian psychology, gestalt therapy and creative approaches. The counseling track emphasizes integrating traditional and innovative methods providing students with a rich foundation for future service.

Applicants for the concentration in Counseling Psychology must meet all of the criteria listed above.
Second year, fall

PSY 610 | Therapeutic Applications of Human Development (3)
PSY 624 | Art Therapy Studio Process and Materials (2)
PSY 700 | Research, Statistics & Psychological Testing (3)
PSY 717 | Studio Practicum (1)
PSY 733 | Counseling with Child and Adolescent Populations (3)

SUBTOTAL | 12

Second year, spring

PSY 660 | Clinical Assessment (3)
PSY 710 | Family Systems (3)
PSY 734 | Counseling for Adult Populations (3)
PSY 754 | Clinical Practicum (Art Therapy Emphasis) (1)
PSY 770 | Meditation Practicum II: Developing Compassion (1)

SUBTOTAL | 11

Second year, summer

Elective(s) (0-2)
Body Awareness (0-2)

Third year, fall

PSY 804 | Field Placement I: Art Therapy (Internship) (3)
PSY 814 | Professional Seminar & Ethics I (Art Therapy) (3)
PSY 824 | Internship Studio Methods II (0.5)
PSY 830 | Master's Paper Seminar I (0.5)

Elective(s) (0-1) and/or Body Awareness (0-2)

SUBTOTAL | 7-9

Third year, spring

PSY 758 | Career Issues in Therapy (1)
PSY 844 | Internship Studio Methods I (0.5)
PSY 854 | Field Placement II: Art Therapy (Internship) (2)
PSY 864 | Professional Seminar & Ethics II (Art Therapy) (3)
PSY 880 | Master's Paper Seminar II (0.5)

Elective(s) and/or Body Awareness (0-2)

SUBTOTAL | 7-9

TOTAL CREDITS 46

Music Therapy

Music therapy is a marriage of science and art, allowing for transformations at a nonverbal level of consciousness. The contemplative education that students at Naropa support music therapy training by engaging with music as an agent of transformation, affecting body, mind and spirit.

The Music Therapy concentration is approved by the American Music Therapy Association and includes 24 credits in music therapy, 27 credits of counseling psychology and 9 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.

Additional Admission Requirements for Music Therapy
Applicants must meet the criteria for all TCP programs and as well as the following additional requirements:
1. Completion with musical instrument or voice (as demonstrated in audition).
2. Knowledge of music therapy (this requirement may be met through additional coursework at Naropa).
3. A course in the History of Western Music.

REQUIREMENTS: MA, TRANSPERSONAL COUNSELING PSYCHOLOGY: MUSIC THERAPY

First year, fall

PSY 525 | Music Therapy Institute (1)
PSY 610 | Therapeutic Applications of Human Development (3)
PSY 611 | Counseling Relationship I: Techniques and Practice (2)
PSY 621 | Psychology of Meditation I: Mindfulness Training (2)
PSY 625 | Music Therapy: History, Theory and Practice (3)
PSY 714 | Multicultural Issues in Therapy (1)

SUBTOTAL | 13

First year, spring

PSY 661 | Counseling Relationship I (3)
PSY 670 | Transpersonal Psychology (3)
PSY 750 | Meditation Practicum I: Cultivating Awareness (1)
PSY 775 | Music Therapy Special Populations (3)

SUBTOTAL | 10

Second year, fall

PSY 671 | Psychology of Meditation II: Applications to Counseling (2)
PSY 680 | Group Dynamics & Leadership (3)
PSY 700 | Research, Statistics & Psychological Testing (3)
PSY 705 | Music Therapy Practicum I (2)
PSY 715 | Music Skills (2)

SUBTOTAL | 12

Second year, spring

PSY 660 | Clinical Assessment (3)
PSY 710 | Family Systems (3)
PSY 732 | Clinical Improvement (2)
PSY 735 | Music Therapy Practicum II (2)
PSY 770 | Meditation Practicum II: Developing Compassion (1)
PSY 780 | Multicultural Issues in Therapy I (1)

SUBTOTAL | 12

Third year, fall

PSY 805 | Field Placement II: Music Therapy (2)
PSY 815 | Professional Seminar & Ethics II: Music Therapy (2.5)
PSY 830 | Master's Paper Seminar I (0.5)

Elective(s) and/or Body Awareness (0-2)

SUBTOTAL | 7

Third year, spring

PSY 758 | Career Issues in Psychotherapy (1)
PSY 855 | Field Placement II: Music Therapy (2)
PSY 865 | Professional Seminar & Ethics II: Music Therapy (2.5)
PSY 880 | Master's Paper Seminar II (0.5)

SUBTOTAL | 6

TOTAL CREDITS 46

Wilderness Therapy

Wilderness Therapy at Naropa (a 60-credit, three-year program) synthesizes clinical and theoretical coursework in counseling psychology, contemplative practice, adventure therapy and ecopsychology. The first year students study the theoretical foundations of transpersonal counseling psychology, wilderness therapy and a variety of counseling skills. Second year classes are woven through a series of intensive, primarily in outdoor and wilderness settings, integrating therapeutic practice with environmental awareness and outdoor skill.

The third year students complete an internship in a wilderness therapy setting. Courses, which combine online work and an on-campus intensive each semester support internship placements and the completion of the master’s paper.

Additional Admission Requirements for Wilderness Therapy
Applicants must meet the criteria for all TCP programs and as well as the following additional requirements:
1. Supplemental application
2. Two-week wilderness course (or equivalent)

REQUIREMENTS: MA, TRANSPERSONAL COUNSELING PSYCHOLOGY: WILDERNESS THERAPY

First year fall

PSY 609 | Wilderness Therapy: Introductory Intensive (2)
PSY 610 | Therapeutic Applications of Human Development (3)

PSY 612 | Counseling Relationship IV, Wilderness Therapy: Techniques & Practice (2)
PSY 621 | Psychology of Meditation I, Wilderness Therapy (3)
PSY 700 | Research, Statistics & Psychological Testing (3)

SUBTOTAL | 13

First year, spring

PSY 660 | Clinical Assessment (3)
PSY 710 | Family Systems (3)
PSY 732 | Clinical Improvement (2)
PSY 735 | Music Therapy Practicum II (2)
PSY 770 | Meditation Practicum II: Developing Compassion (1)
PSY 780 | Multicultural Issues in Therapy I (1)

SUBTOTAL | 12

Second year, fall

PSY 805 | Field Placement II: Music Therapy (2)
PSY 815 | Professional Seminar & Ethics II: Music Therapy (2.5)
PSY 830 | Master’s Paper Seminar I (0.5)

Elective(s) and/or Body Awareness (0-2)

SUBTOTAL | 11

Second year, spring

PSY 667 | Contemplative Perspectives & Practice I, Wilderness Therapy (3)
PSY 669 | Family Systems III, Wilderness Therapy (3)
PSY 706 | Group Dynamics and Outdoor Leadership I, Wilderness Therapy (3)
PSY 707 | Adults & Special Populations: Wilderness Settings I (3)
PSY 708 | Outdoor Skills I (1.5)
PSY 719 | Ecopsychology: Wilderness Therapeutic Perspectives (2)
PSY 736 | Ecology and Natural History I, Wilderness Settings I (3)

SUBTOTAL | 12

Second year, spring

PSY 667 | Contemplative Perspectives & Practice II, Wilderness Therapy (3)
PSY 669 | Family Systems III, Wilderness Therapy (3)
PSY 706 | Group Dynamics and Outdoor Leadership II, Wilderness Therapy (3)
PSY 708 | Outdoor Skills II (1.5)
PSY 742 | Nature & Art: Ecopsychological Expressive Therapies (3)
PSY 752 | Children & Adolescents: Wilderness Settings (3)
PSY 756 | Ecopsychology and Natural History II, Wilderness Settings (3)

SUBTOTAL | 12

Third year, fall

PSY 800 | Field Placement II (3) (changes to 2 credits in fall 05)
PSY 802 | Counseling Practicum (1)
PSY 810 | Professional Seminar & Ethics II (1.5)
PSY 830 | Master's Paper Seminar II (0.5)

SUBTOTAL | 6

Transpersonal Counseling Psychology Department
Elective courses and opportunities for self-designed course work are offered in a variety of areas related to Transpersonal Psychology. A written master's paper requires students to apply critical thinking and contemplative understanding to a topic of their choice. Transpersonal Service Learning requires the application of transpersonal psychology in an area chosen by the student.

**REQUIREMENTS: MAT TRANSPERSONAL PSYCHOLOGY**

- **First year, summer:**
  - PST 600 Residential Intensive I (3)
- **First year, fall:**
  - PST 670e Transpersonal Psychology I: Background and Canonical Concepts (3)
  - REL 500e Meditation Practicum I (2)
- **First year, spring:**
  - PST 672e Transpersonal Psychology II: Theories and Applications (3)
  - REL 510e Meditation Practicum II (2)
- **Second year, summer:**
  - PST 618 Residential Intensive in Transpersonal Psychology I (3)
- **Second year, fall:**
  - PST 730e Transpersonal Service Learning I (1.5)
  - PST 839e Master's Paper Online II (1.5)
- **Second year, spring:**
  - PST 708e Transpersonal Service Learning II (1.5)
  - PST 880e Master's Paper Online Seminar II (1.5)

**TOTAL CREDITS: 38**

### Transpersonal Counseling Psychology Department Courses

- **Undergraduate:**
  - 100-199 Introductory courses open to all students
  - 200-299 offered for first-year and second-year students
  - 300-399 offered for juniors and seniors
  - 400-499 offered primarily for seniors

- **Graduate:**
  - 500-599 graduate-level electives and introductory courses
  - 600-699 offered primarily for first-year graduate students
  - 700-799 offered primarily for advanced graduate students
  - 800-899 offered primarily for master's theses, projects, internships, field placements, etc.

**Ecopsychology Concentration**

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, and the result is a unique contemplative and transpersonal orientation. The Ecopsychology concentration follows the general format of the MA in Transpersonal Psychology degree. The Ecopsychology program is a two-year low-residency program, beginning in the summer. Students also attend a three-day course in Boulder each winter. This course work integrates theory, experience and contemplative practice in the study of ecopsychology, ecological transpersonal psychology and meditative practices. Students complete both intellectual and service-learning projects.

**REQUIREMENTS: MA TRANSPERSONAL PSYCHOLOGY ECOPSYCHOLOGY**

- **First year, summer:**
  - PST 601e Meditation for Social Change Leaders (3)
  - PST 608 Residential Intensive I (Boulder) (3)
- **First year, fall:**
  - PST 555 e Ecopsychology I (3)
  - PST 670e Transpersonal Psychology I (3)
- **First year, spring:**
  - PST TBA Weekend Intensive I (1)
  - ENV 520e Deep Ecology in Context (3)
  - ENV 530e Gaia, Ecology & Evolution (3)
- **Second year, summer:**
  - PST TBA Psychology of Wilderness Experience (3)
  - PST 520 Ecopsychology Training Weekend II (3)
- **Second year, fall:**
  - PST 730e Transpersonal Service Learning I (1.5)
  - PST 839e Master's Paper Online I (1.5)
  - Elective (3)
- **Second year, spring:**
  - PST TBA Weekend Intensive II (1)
  - PST 740 Transpersonal Service Learning II (1.5)
  - PST 880e Master's Paper Online II (1.5)
  - Elective (3)

**TOTAL CREDITS: 38**

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**Transpersonal Counseling Psychology Department**

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Transpersonal Counseling Psychology Department
PSY 332/333
Sculpting and Psychology: Jung (1)
This course introduces the ideas of Carl Jung, especially the concept of the "collective unconscious" and the role of symbols in human experience.

PSY 341/344
Basic Counseling Skills (3)
This course provides an introduction to the theoretical and practical aspects of counseling. It covers the development of counseling skills, the role of the counselor, and the ethical and legal considerations in counseling.

PSY 369/369
Art Therapy Perspective (For Non-Majors) (2)
This course explores the principles and practices of art therapy. It is open to all students and may be taken for credit or as a non-credit course.

PSY 394/594/595
Transpersonal Counseling Psychology Conference (1)
The conference provides an opportunity for students to present their research and engage in discussions about transpersonal counseling psychology.

PSY 395
Introduction to Jungian Psychology (3)
This course offers an overview of Jungian psychology, including the concepts of the collective unconscious and the process of individuation.

PSY 404
Sculpting and Psychology: Jung (2)
This course continues the exploration of Jungian psychology, focusing on the application of Jungian principles in personal and professional development.

PSY 420
PSY 450
Sculpting and Psychology: Jung (3)
This course examines the work of Carl Jung and its relevance to contemporary issues in psychology and personal development.

PSY 525
Music Therapy Institute (1)
This institute offers advanced training in music therapy, focusing on the use of music in therapeutic settings.

PSY 544
Habit Space Awareness and Art (2)
This course introduces students to the principles and practices of Habit Space Awareness. It explores how thoughts and behaviors are linked to physical sensations and how these sensations can be used to influence behavior.

PSY 551/556c
Ecopsychology (3)
Ecopsychology is the study of the relationship between humans and their environment. This course covers the principles of ecopsychology and their application in therapeutic settings.

PSY 560
Sculpting and Psychology: Jung (4)
This course provides an in-depth exploration of Jungian psychology, including the development of a personal project and the integration of theoretical concepts into practice.

PSY 575
Sculpting and Psychology: Jung (5)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 585
Sculpting and Psychology: Jung (6)
This course explores the application of Jungian psychology in clinical settings, including the use of dreams and active imagination in therapy.

PSY 601
Sculpting and Psychology: Jung (7)
This course examines the role of Jungian psychology in the understanding of human behavior and the development of personal growth programs.

PSY 606c
Sculpting and Psychology: Jung (8)
This course focuses on the use of Jungian psychology in the treatment of specific mental health issues, with an emphasis on individual therapy and group dynamics.

PSY 615
Sculpting and Psychology: Jung (9)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 620
Sculpting and Psychology: Jung (10)
This course continues the study of Jungian psychology, focusing on the application of concepts in clinical practice and the development of therapeutic techniques.

PSY 625
Sculpting and Psychology: Jung (11)
This course examines the role of Jungian psychology in the development of individual and group therapy approaches.

PSY 630
Sculpting and Psychology: Jung (12)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 640
Sculpting and Psychology: Jung (13)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 650
Sculpting and Psychology: Jung (14)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 660
Sculpting and Psychology: Jung (15)
This course examines the role of Jungian psychology in the development of individual and group therapy approaches.

PSY 670
Sculpting and Psychology: Jung (16)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 680
Sculpting and Psychology: Jung (17)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 690
Sculpting and Psychology: Jung (18)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 700
Sculpting and Psychology: Jung (19)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 715
Sculpting and Psychology: Jung (20)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 720
Sculpting and Psychology: Jung (21)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 730
Sculpting and Psychology: Jung (22)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 740
Sculpting and Psychology: Jung (23)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 750
Sculpting and Psychology: Jung (24)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 760
Sculpting and Psychology: Jung (25)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 770
Sculpting and Psychology: Jung (26)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 780
Sculpting and Psychology: Jung (27)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 790
Sculpting and Psychology: Jung (28)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 800
Sculpting and Psychology: Jung (29)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 810
Sculpting and Psychology: Jung (30)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 820
Sculpting and Psychology: Jung (31)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 830
Sculpting and Psychology: Jung (32)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 840
Sculpting and Psychology: Jung (33)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 850
Sculpting and Psychology: Jung (34)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 860
Sculpting and Psychology: Jung (35)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 870
Sculpting and Psychology: Jung (36)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 880
Sculpting and Psychology: Jung (37)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 890
Sculpting and Psychology: Jung (38)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 900
Sculpting and Psychology: Jung (39)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 910
Sculpting and Psychology: Jung (40)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 920
Sculpting and Psychology: Jung (41)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 930
Sculpting and Psychology: Jung (42)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 940
Sculpting and Psychology: Jung (43)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 950
Sculpting and Psychology: Jung (44)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 960
Sculpting and Psychology: Jung (45)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 970
Sculpting and Psychology: Jung (46)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.

PSY 980
Sculpting and Psychology: Jung (47)
This course explores the application of Jungian psychology in the treatment of complex mental health issues, including the use of depth psychology and the integration of Eastern and Western traditions.

PSY 990
Sculpting and Psychology: Jung (48)
This course continues the study of Jungian psychology, focusing on the integration of theoretical concepts into clinical practice.
PSYT 604
Foundations of Art Therapy (3)
This course introduces 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. AT only. FA.

PSYT 610
Therapeutic Applications of Human Development: Children, Youth, and Adults (3)
We will study human development from birth through the span of life. This course provides an introduction to the major developmental theories as well as some of the applications of these theories. The material will be presented through lectures, readings, presentations, case discussions, observations and self-exploration as well as personal experience. The purpose of this course is to develop an Intellectual and theoretical knowledge of human development as well as insightful understanding of ourselves and our place in the world. Issues related to career development will be woven into the course material. Additionally, developmental issues and their implications in psychotherapy will be woven throughout the course. Since this is a graduate level course and the prerequisite is basic human development, we will take the next step and deepen your understanding and use of development in therapy.

PSYT 611
Coupling Relationships I: Techniques and Practice (2)
The first of two semesters, this class focuses on effective communication skills and establishing the counseling relationship, within a transpersonal perspective. Students will also cultivate and nourish an integrative practice throughout the course. Online fees apply. FA.

PSYT 610 & 618
Reframe Intensives in Transpersonal Psychology I and II (3)
These weeklong courses introduce MAP students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide opportunity for community-building, face-to-face instruction in transpersonal processes such as meditation and ritual and application of topics from the online courses. Students will be expected to prepare for the course prior to attending and to complete a written assignment after the course. SU.

PSYT 679
Wilderness Therapy: Intensive Introduction to Wilderness Therapy (3)
This course examines the distinct disciplines that define Wilderness Therapy and the Transpersonal Counseling Psychology program. We explore how diverse disciplines can be combined in an effective therapy model that serves people, the environment. Students gain understanding of how their personalities and experience influence their role as therapists. The class format is a combination of experiential activities, lectures, discussion and reflection. WVT only. FA.

PSYT 620
Authentic Movement: Transpersonal (3)
This course introduces students to the Authentic 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 group form of Authentic Movement: the mover, witness and this relationship between them. Students explore their own process while experiencing the 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 the lived in authentic relationship to self, others and community.

PSYT 621
Psychology of Meditation I: Mindfulness Training (2)
This class, the ability to be fully present, is essential for the skillful counselor. This course, the first in a sequence of four, introduces students to the practice of mindfulness training (determining experience of living) in meditative tradition drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating waking awareness in daily situations are explored. Group practice sessions, lectures, discussions and individual meditation instruction are provided.

PSYT 624
Art Therapy Studio Process and Materials (2)
Contemporary 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, 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 transpersonal community and contemplative modes for practicing art therapy. Prerequisites: PSYT 604. Art Therapy Skills Foundations PSYT 634. History and Theory of Art Therapy AT only. FA.

PSYT 625
Music Therapy: History, Theory, and Practice (3)
Various definitions, historical and theoretical foundations of music therapy will be introduced through weekly class discussion. Applications of music therapy will be explored through occasional exercises. Classes will begin with a group improvisation, which will enhance each student's awareness of how music can connect with others through music. Students will also observe professional music therapists working in the Suddard/Denver area.

PSYT 627
Contemporary Perspectives and Practice I (1)
The course supports students in continuing their training in mindfulness practice and the use of contemplative practice in the context of personal development and working with others, particularly in wilderness settings. In addition to group sitting practice, we will engage in several periods of extended silent activity in order to deepen mindful presence in wilderness settings. WVT only. FA.

PSYT 629
Family Systems Interventions I: Wilderness Therapy Settings (1.5)
This course surveys the clinical applications, primarily in wilderness therapy settings, of family systems' theoretical knowledge. Students experience various interventions and develop confidence in applying the skills they have learned. Students will practice working with family systems with a variety of groups including educational and work. WVT only. FA.

PSYT 630
Level Training in GMT: Body-Mind-Centered Guided Imagery and Music (2)
The Body-Mind-Centered Guided Imagery & Music (GMT) is a "body-centered" experimental method designed to help individuals explore the human psyche. Developed and restated by Dr. Helen Koeny in the early 1970's, GMT is a primary psychotherapeutic modality used for self-exploration, emotional release and core integration of bodymind and spirit. This course will be held in a residential retreat setting. There is an additional fee for rooms and board.

PSYT 634
History and Theory of Art Therapy (2)
Students will explore various historical and theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of art therapy will be highlighted (depth psychology, humanistic, cognitive-behavioral) with specific attention devoted to models of contemplative and transpersonal art therapy. Creativity and strategies to employ when working at an artwork and when establishing a therapeutic relationship through art. AT only. FA.

PSYT 640
Holotropic Breathwork (2)
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, vocal breathing, bodywork and mandala drawing to access and integrate deep layers of the psyche. This process is not appropriate for people with severe psychological problems or certain physical conditions such as pregnancy, recent surgery, plaques, epilepsy or infectious diseases. FA.

PSYT 647
Contemplative Perspectives and Practice I (1)
The course continues the examination of contemplative and mindfulness practices within the wilderness therapy context. Students are introduced to practices of tending and loving kindness (metta practice), which cultivate compassion in oneself and towards others and the natural world. Students deepen their own sitting meditation practice. WVT only. SF.

PSYT 649
Family Systems Interventions II: Wilderness Therapy Settings (1.5)
This course continues the clinical applications, primarily in wilderness therapy settings, of family systems' theoretical knowledge. Students are exposed to a variety of interventions and develop skills through hands-on practice. In seminar fashion, each student researches an approach or topic within family therapy and does an experiential presentation. WVT only. SF.
PSY 650 Guitar and Keyboard: Basic Skills (1)
This course prepares students for the Music Skills course. It does not count toward the major's degree, as it is remedial in nature. Students who are part of the admissions process will determine whether a student will be required to take this course. SP

PSY 651 Gestalt II: Experiment (3)
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central gestalt themes. The concepts of objectivity, figurative-ground, perceptive fields, polarities, top-directedness, the four evolutions, contact boundary and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of gestalt working. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSY 650. Gestalt. 1 SF

PSY 654 Art Therapy Skills II: Transpersonal (2)
Students explore creative and transpersonal approaches to art therapy and begin integrating counseling relationship skills, such as presence and empathy, into their developing skills as art therapists. AT only. SF

PSY 657x Interdisciplinary II (3)
In this advanced course, students will work with knowledge of WiUer's Integral Psychology as the focus on the application of integral ideas through an individualized student-designed project in art, spirituality or business. The course is organized around a year-long research project that includes a semester-long workshop and practicum. It emphasizes collaboration among a community of learners. Prerequisites: PSY 656x and proficiency with WiUer's AQAL. Integral model is required. This course is for advanced students of WiUer's Integral Psychology. Online fees apply. SP

PSY 660 Clinical Assessment (3)
This course is intended to be an advanced introduction to clinical thinking and perspectives 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. We discuss and evaluate issues, mechanisms and rationales for using the DSM IV along with its limitations and complications. Students will be expected to include training in intake interview and assessment. SP

PSY 661 Counseling Relationship II (3)
During the second semester of this class, students will deepen their practice and understanding of effective counseling skills by doing a week-long practicum with another student. The class will also cover the following topics: transference, projection, resistance, relapse, diversity, suicide, beginning, middle and end phases of therapy, and beginning and ending the session. If this class is not successfully completed, both Counseling Relationship I and II must be retaken together. Prerequisite: PSY 61. I: Counseling Relationship I. Technique Practice. SP

PSY 662 Counseling Relationship III: Wellness Therapy (3)
This class is a continuation of PSY 661. Students will deepen their practice and understanding of effective counseling skills by doing a week-long practicum with another student. The class will also cover the following topics: transference, projection, resistance, relapse, diversity, suicide and beginning, middle and end phases of therapy. Particular attention is given to these topics as they relate to working in real-world settings in groups and in the community. SP

PSY 667x Transpersonal Psychology (3)
This course covers the development of the transpersonal theories, principles and practices of transpersonal psychology. The basic material is focused on the relationship between the learning practices and is presented as the cutting edge in the evolution of psychological theory and practice. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world various traditions and perspectives, and it emphasizes collaboration among a community of learners. Prerequisite: PSY 666x or proficiency with WiUer's AQAL. Integral model is required. This course is for advanced students of WiUer's Integral Psychology. Online fees apply. SP

PSY 670x Transpersonal Psychology (3)
This course covers the development of the transpersonal theories, principles and practices of transpersonal psychology. The basic material is focused on the relationship between the learning practices and is presented as the cutting edge in the evolution of psychological theory and practice. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world various traditions and perspectives, and it emphasizes collaboration among a community of learners. Prerequisite: PSY 666x or proficiency with WiUer's AQAL. Integral model is required. This course is for advanced students of WiUer's Integral Psychology. Online fees apply. SP

PSY 671x Psychology of Medication II: Applications to Counseling (2)
This course builds on the foundation provided by PSY 681. The course will cover the fundamentals of the Jones approach to understanding of the role of medications in the treatment of addiction and other mental health problems. It will explore the practical use of medications in therapy and in one's own personal health. Students will learn about the nature of the medication, the mechanism of action, and the potential side effects. SP

PSY 672x Transpersonal Psychology I: Theories and Applications (3)
This course serves as a continuation to Transpersonal Psychology I and focuses on particular theorems and applications of transpersonal psychology in a variety of areas. Prerequisites: PSY 631x or an equivalent introduction to transpersonal psychology. Online fees apply. SP

PSY 680 Group Dynamics & Leadership (3)
This course includes major concepts and theories about groups, including development, dynamics, mechanics, problems and styles and tasks of leadership. Class consists of lectures and experiential processes. Prerequisites: PSY 661, I: Counseling Relationship I. SP

PSY 681 Gestalt Community Intensive (2)
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. STN

PSY 700 Research Sources and Psychological Testing (3)
This course covers research methods, statistics, and psychological testing as they apply to counseling psychology and counseling theory. Topics include philosophical issues in research, research ethics, research design, types of research methods, tests and assessments, descriptive and inferential statistics, computer and correlational methods and the structure of research reports. Issues of relevance related to selection of research samples and the development of psychological testing will be emphasized. The course is applicable and useful for both professional and personal growth and includes lecture, discussion and exercises. The course is designed to be as experimental as possible. STN

PSY 702 Jungian Dreamwork (2)
This course will be the foundations and develop an understanding of Jungian dreamwork from both a theoretical and practical perspective. The students will be exposed to the practical use of dreams in therapy and in one's own personal health. Students will use their dreams to explore and understand their inner world. SP

PSY 706 Group Dynamics and Outdoor Leadership I (3)
This two-semester course explores the theory, practice and experience of groups with specific applications for working in wilderness setting. Topics include group maintenance, stages, characteristics, decision making, and exercises. Topics include therapeutic factors; interventions; risks and benefits of group work and cultural and ethical concerns. Students explore and develop their style of group participation and outdoor leadership. WIT only. FA

PSY 707 Adult and Special Populations Interventions: Wilderness Therapy Settings (3)
This course exposes students to exercises and therapeutic interventions used in wilderness and outdoor settings. Students will have the opportunity to work with a wilderness therapy organization and to practice counseling skills and techniques. Prerequisites: PSY 665 and Gestalt. Focus is on adults and issues related to addictions and trauma. Learning takes primarily through demonstration and participation followed by students practicing with peers. WIT only. FA

PSY 708 Outdoor Skills I: Equine, Mountaineering, Climbing, Canyoneering (3)
This course introduces students to basic outdoor skills for the backcountry and to develop technical skills specific to equine, mountaineering, climbing, and ropes courses. Topics include safety and risk management for each setting, equipment selection, use and maintenance, trip planning, group organization and primitive skills. Students will practice teaching outdoor skills. WIT only. FA
PSYT 710 Family Systems (3)
This course provides a topical study of family systems and its relation to family therapy. Drawing from a systems approach, students will learn ways to harness the power of the family to understand and change individual behavior. This course is designed to introduce the student to the different dynamics and processes in various family systems. Students will explore these systems from a systems perspective and learn how these systems function in the context of the family. Prerequisite: PSYT 60.

Human Development, SF.

PSYT 711 Transforming Addictions (2)
This course explores the physical, mental, emotional, and spiritual nature of alcohol and drug dependency and other addictive behaviors. Assessment, therapeutic techniques, intervention and in-patient and out-patient treatment are discussed. Students will explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disorders will be examined. Lectures, guest lectures, discussions, role-play and other experiential exercises are used. Prerequisites: PSYT 60.

PSYT 714 Multicultural Issues in Therapy (1)
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. Prerequisite: PSYT 60.

PSYT 715 Music Therapy (2)
Music therapy 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 prerequisites. Prerequisites: Ability to play at least one instrument at a moderate level of proficiency in each of C, D, or E; and completion of music theory class.

PSYT 717 Studio Practice (1)
The environment will be discussed and studied in detail. Students will work in dyads and groups, exploring various artistic methods that foster self-inquiry of integrity. Each week a series of tools is used to assess the effectiveness of a studio and forty-five hours of practice are included. Prerequisite: Successful completion of all previous art therapy and counseling courses, at a minimum.

PSYT 719 Ecopsychology/Transpersonal Perspectives (3)
This course is designed to introduce students to ecopsychology. The primary focus is on the interconnection of the human-nature relationship, exploration of the deep recommendations of environmental philosophy, and the impact of the contemporary crisis of human-nature relationships. Students will explore the interconnection of the world and the environment and explore the perspectives in the field and are asked to develop and articulate their own particular perspective. Prerequisite: PSYT 60.

PSYT 720 Meditation Practice I: Cultivating Awareness (1)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSYT 62. Students will be taught specific meditation techniques, including the use of mantra and the technique of mindfulness. Students will be asked to practice the techniques in a group setting. Prerequisite: PSYT 62.

PSYT 723 Trauma, Dissociation & Gestalt: Working with Abused Children (1)
A three-part model addressing the therapeutic needs of the traumatized child is presented. The course involves the study of trauma and the treatment exercises are laid out as developed by the foundations of our work. Gestalt is used as the language that speaks to an abused child's inner conflict. No previous experience is required. Prerequisite: PSYT 62.

PSYT 724 Music Therapy Practicum I (3)
This course provides the opportunity to explore creative mediums that can be used in the treatment of children with trauma. Students will use music therapy to create a safe environment for children to express themselves and develop a sense of self. Prerequisite: PSYT 60.

PSYT 725 Music Therapy Practicum II (3)
This course is intended to prepare students for Music Therapy Field Placement. Students will apply their knowledge and skills gained in their previous coursework to develop their professional practice skills. Prerequisite: PSYT 60.

PSYT 727 Outdoor Skills II: Integrated Basecamp, Winter / Ski, Buttercups, River, Raft, Bassacamp (1.5)
This course continues to build on the skills and knowledge gained in the previous course. Students continue to hone outdoor skills associated with specific settings. Topics include physical and emotional safety, risk management, and adherence to applicable safety guidelines. Prerequisite: PSYT 60.

PSYT 730 Ecology and Natural History I (3)
This course is designed to provide students with a basic foundation in ecological principles through an exploration of the natural history of the Rocky Mountain region. Observation and discussion of the natural community and the students' understanding of key ecological patterns, principles, and processes as well as human-nature relationships. Prerequisites: PSYT 60. Prerequisites: PSYT 60.

PSYT 733 Music Therapy Practicum (3)
This course is intended to provide students with practical experience in the field of music therapy. Students will have the opportunity to work with individuals and groups in a variety of settings, including schools, hospitals, and community centers. Prerequisite: PSYT 60.

PSYT 734 Music Therapy Practicum II (3)
This course is intended to provide students with practical experience in the field of music therapy. Students will have the opportunity to work with individuals and groups in a variety of settings, including schools, hospitals, and community centers. Prerequisite: PSYT 60.

PSYT 735 Music Therapy Practicum III (3)
This course is intended to provide students with practical experience in the field of music therapy. Students will have the opportunity to work with individuals and groups in a variety of settings, including schools, hospitals, and community centers. Prerequisite: PSYT 60.

PSYT 736 Music Therapy Practicum IV (3)
This course is intended to provide students with practical experience in the field of music therapy. Students will have the opportunity to work with individuals and groups in a variety of settings, including schools, hospitals, and community centers. Prerequisite: PSYT 60.

PSYT 737 Music Therapy Practicum V (3)
This course is intended to provide students with practical experience in the field of music therapy. Students will have the opportunity to work with individuals and groups in a variety of settings, including schools, hospitals, and community centers. Prerequisite: PSYT 60.
PSYT 752 Child and Adolescent Interventions: Wilderness Therapy Settings (3) This course exposes students to exercises and therapeutic interventions used in wilderness and outdoor settings, frequently by Adventure Therapy Group and Gestalt. Focus is on interventions with children and adolescents, learning through demonstration and participation as well as by students practicing with peers. WRT only.

PSYT 754 Counseling for Adult Populations (3) (Art-Therapy Emphasis) Students will learn to utilize a variety of assessments, documentation strategies and treatment modalities when working with a range of adults 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 psychosocial crises. Prerequisite: PSYT 70A, C, or SP.

PSYT 756 Ecology and Natural History I (1) This two-semester course (primarily a field course) provides a basic foundation in ecological principles through the natural history of the Rocky Mountain region. Observation and discussion deepen students' understanding of key ecological patterns, principles and processes as well as human-nature relationships. Therapeutic applications of the material are explored. WRT only.

PSYT 758 Career Issues in Psychotherapy (1) This course explores the issues of career transitions, money and right livelihood from the viewpoint of working holistically with clients in therapy. Students will learn and discuss the conceptual models and theories of career development and apply them to client case study. Key career assessment instruments will be highlighted as well as sources of additional career-planning resources. Topics of right livelihood, money and transitions will be covered through experiential focus on students' own lives. We will discuss the intersections between work, family/spiritual orientation and other roles including the role of identity and gender in career development.

PSYT 763 Gestalt-Therapy and Breathwork (1) This unique integration of exploratory, expression and contraction evolve the movement of all life. In Gestalt therapy we utilize breath in awareness and to deepen the experience. This class will explore Gestalt theory and the use of breath in dealing with resistance, bringing about emotional presence, sustaining life's vitality and bringing about calmness. Offered occasionally.

PSYT 764 Clinical Practicum I (Art-Therapy Emphasis) 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. AT only.

PSYT 770 Meditation Practicum II: Developing Composition (1) 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, discourses and individual instruction are provided. Prerequisite: PSYT 621, Psychiatry of Meditation I; PSYT 720, Meditation Practicum I. SR.

PSYT 771 Family, Marriage and Couples Counseling (2) This is an advanced course designed to move students into an expanded understanding of family dynamics and issues, as well as preparing 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 counselor and increase their awareness of, and grounding in, their unique therapeutic style. FA.

PSYT 772 Hakomi (2) 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 realm into present-field experience. This experiential class will explore the principles of Hakomi and provide integrative practice with some of the techniques. Alternate FA.

PSYT 775 Music Therapy: Special Populations (3) 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 and make music with some individuals in special populations. Prerequisites: PSYT 625, Music Therapy: History, Theory and Practice. SP.

PSYT 780 Therapy with Children & Adolescents (2) This course focuses on the developmental and clinical issues presented in their work with children and adolescents and the family system in which they live. Diagnoses, treatment techniques, and perception of this treatment for the inpatient and outpatient children and their parents. Students examine and practice treatment techniques where, how and why they can be used. The course examines issues such as learning disabilities, adoption, suicide, family therapy, ADD and ADHD, child abuse, reporting issues and related issues. Prerequisites: PSYT 602, Child Development or PSYT 610, Human Development. SU.

PSYT 782 Approaches in Couples Counseling I (1) Intensive two-week workshop on Image Relationship Therapy Theory to be developed by Havi Sage Hendrie, author of Going the Long Time and Keeping the Love You Find. Both didactic information and experiential exercises will be presented, including exercises and effective tools for working with couples, such as Behavior Change Process and the Parent Child Dialogue. Students will gain confidence in their ability to assist couples with the challenges from childhood wounds, development, stages, projections, defenses, power struggles and shadow issues. Prerequisites: PSYT 611, SP.

PSYT 787 Advanced Child & Adolescent Therapy I (1) This advanced course for working with children, adolescents and their families. The class will focus on applying the theory of previous classes into the practical. Many case studies and simulations will be utilized in class. Students will receive the opportunity to practice with other students as well as present their own "cases." The class will explore various developmental models and strategies. Prerequisites: PSYT 602, Child Development, PSYT 780, Therapy with Children & Adolescents. FA.

PSYT 800 Field Placement I (2) The student will be a total of 700 hours in community agency settings. FA.

PSYT 802 Counseling Practicum (4) This Counseling Practicum is designed to provide a supportive and instructional forum for students with experience seeking clinical in a clinical setting. Prerequisite: Provides for the development of counseling skills under supervision, utilizing both small group and individual supervision. Students should be prepared to discuss professional and personal issues as they relate to their work as a therapist. Topics include specific client issues and clinical decision-making, client transferance and therapist counter-transferance, as well as dynamics of the student-supervisor relationship, organizational issues at the site and the balancing personal and professional responsibilities. FA.

PSYT 804 Field Placement II: Art Therapy (2) Students work as art therapy interns for a minimum of 300 hours in community agencies, hospitals and institutions according to AATA guidelines. At least 300 hours of direct client contact are supplemented by treatment team meetings, documentation, clinical supervision and in-service training. Prerequisite: Required art therapy and transpersonal counseling psychology courses. FA.

PSYT 805 Field Placement I: Music Therapy (2) Students 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 Napa Music Therapy internship coordinator. The internship will follow AATMB guidelines and will include direct client contact, team meetings, treatment planning and documentation, in-service training and clinical supervision. Students must be concurrently enrolled in PSYT 601, Pre-requisite: Permission of department. FA.

PSYT 810 Professional Seminar and Ethics I (2.5) The Professional Seminar is designed to provide a supportive and instructional forum for students currently enrolled in field placement. We will be concerned with theoretical, ethical and personal issues related to the internship such as ethics, therapeutic technique and style, diversity, issues of transference and counter-transference. Students should be prepared to discuss personal issues as they relate to specific cases or to their internship in general. Prerequisite: Must be enrolled in PSYT 800, Field Placement I. FA.

PSYT 811 Professional Seminar and Ethics II (2) The Professional Seminar is designed to provide a supportive and instructional forum for students currently enrolled in field placement. We will be concerned with theoretical, ethical and personal issues related to the internship such as ethics, therapeutic technique and style, diversity, issues of transference and counter-transference. Students should be prepared to discuss personal issues as they relate to specific cases or to their internship in general. Prerequisite: Must be enrolled in PSYT 800, Field Placement I. FA.

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PSY 814
Professional Seminar & Ethics I: Art Therapy (3)
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 (six to eight pages in length) and will regularly present case materials and artwork to the class for discussion. Prerequisites: Art Therapy and Transpersonal Counseling Psychology courses. AT: only FA.

PSY 815
Professional Seminar & Ethics II: Music Therapy (2.5)
This course provides a supportive and instructive forum for students enrolled in Music Therapy Field Placement. Issues relating to professional music therapy practice will be discussed. Topics covered will include ethics, literature, therapeutic style and technique and the function of the music therapist in various health care settings. Students will discuss these issues as they relate to their specific field placement sites. Students will also spend time developing self-awareness through engaging in musical experiences and will work with expressive improvisation to explore interpersonal and interpersonal responses to music. Prerequisites: Permission of department. FA.

PSY 824
Internship Studio Methods I (0.5)
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. AT: only FA.

PSY 830
Master's Paper Seminar I (0.5)
This course supports students writing the final paper required for graduation. The purpose of this paper is to demonstrate the integration of theory and practice based on a particular theme or focus arising out of the internship experience. Prerequisite: Students must be concurrently enrolled in PSY 800 and PSY 885, Field Placement I, 1.1A.

PSY 830a
Master's Paper Online I (1.5)
This is the first of a two-course sequence in which students apply and deepen their learning of transpersonal psychology through completion of a major written paper. The final paper should provide a definition of transpersonal psychology and a literature review of a particular topic and critical and creative inquiry into a transpersonal perspective on the topic. The paper should also include self-reflection of the student's relationship to the topic. Students work closely with the instructor, expert reader and classmates. The online course environment provides support for the process of writing this paper. In the first-semester course, students produce an outline and proposal for their paper and a literature review of their chosen topic. Online fee applies. FA.

PSY 844
Internship Studio Methods II (0.5)
This course will complement the work covered in Professional Seminar and Ethics II by using various studio methods and techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. AT: only SR.

PSY 850
Field Placement II (2)
This course is a continuation of PSY 800 SR. Prerequisites: Permission of department. SR.

PSY 854
Field Placement II: Art Therapy (2)
This course is a continuation of PSY 844 SR. Prerequisites: Permission of department. SR.

PSY 855
Field Placement II: Music Therapy (2)
Continuation of PSY 850. Students must be concurrently enrolled in PSY 885. Prerequisites: Permission of department. SR.

PSY 860
Professional Seminar & Ethics II (0.5)
This course is a continuation of PSY 850. If this class is not successfully completed, both Professional Seminar I and II must be repeated together. Prerequisite: Must be enrolled in PSY 885, Field Placement II, SR.

PSY 864
Professional Seminar & Ethics II: Art Therapy (3)
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 ethical and legal topics. Throughout the semester students will present case material, eventually formulating a coherent case study to be presented at the departmental level. If a student fails to successfully complete this class, both Professional Seminar I and II must be repeated together. Prerequisite: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses. AT: only SR.

PSY 865
Professional Seminar & Ethics II: Music Therapy (2.5)
This course is a continuation of PSY 854. Professional Seminar in Music Therapy. 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 interpersonal and interpersonal responses to music. Prerequisites: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses. AT: only SR.

PSY 880
Master's Paper Seminar II (0.5)
The course is a continuation of PSY 830/831e, Master's Paper Seminar I.

PSY 880e
Master's Paper Online II (1.5)
This is the second of a two-course sequence in which students complete a major written paper on a topic of their choice. In the second-semester course, students complete the paper. Online fee applies.

PSY 881
Extended Master's Paper (0.5)
Students who have not completed the paper may qualify for extension of the paper. Course fee. More information please see "Special Student Status" in the Academic Information section. May be repeated, FASP.

PSY 884
Microbiological Issues in Psychotherapy I (1)
Students will have already learned the basics about privilege, oppression and identity formation. This follow-up course will focus more in depth on the therapeutic issues involved with the various groups that one might encounter during the course of therapeutic work. It is important that therapists be aware of the issues involved in working with the many different groups that exist in this country. Being mindful of the depth, breadth and complexity of the new groups of people, refugees, disabled and gender variant groups to name a few. We will be incorporating experiential exercises as well as ritual, meditation and group practice to augment our own deep inner wisdom of shared humaneness. It is from this place that a natural desire for compassion will spring forth, allowing for healing on many levels to occur SR.

Transpersonal Counseling Psychology Department
"Art is extraordinarily powerful and important. It challenges peoples' lives."
—Chögyam Trungpa, Rinpoche, Dharma Art

As we create art, we create our world. Artistic expression is seen as a means of awakening. The Visual Arts Department provides a context for creativity as an agent of change and introspection. The program is a unique training practice in how to be an inspired human being.

Technique, conceptual thought and self-awareness are examined as students develop artistic skills, intellect and intuition. Traditional and contemporary study blended with contemplative practice, provides an education that is both practical and profound. Students are encouraged to explore formal training in awareness practices. Technical proficiency and keen critical thinking provide an enduring foundation for our graduates to enter the world as artists who create responsible change in contemporary society.

Our faculty members are professional artists and teachers who each have disciplined art and contemplative practices. The Visual Arts Department is housed in the new Nalanda arts complex, located three miles east of the Arapahoe campus. The department offers a Bachelor of Arts degree in Visual Arts.
UNDERGRADUATE STUDY

Bachelor of Arts in Visual Arts

The 27-credit major in Visual Arts includes studio classes in drawing, painting, sculpture, pottery and photography. Diverse perspectives are examined in Art and Consciousness and Mixed Media. While World Art courses address history and cultural subjects, Conceptual arts include Brunchet, Tibetan Thangka Painting and Calligraphy and Book Arts. Senses are introduced in Advanced Studio Practice and Portfolio and Gallery Presentation. Their final project is a portfolio and artist's statement for an exhibition in the Nanapa Gallery. The program is further enriched by artTalk, a monthly visiting artists lecture series, and artTalk-in, our weekly open studio led by the department chair where innovative art processes are introduced by participants.

Declaration of Major

The application deadline for declaring a major in Visual Arts is October 30 for spring enrollment and March 1 for fall enrollment. Other requirements include:

- an interview with the department chair
- submission of an art portfolio containing ten to fifteen images on CD or slides, photographs or original pieces

REQUIREMENTS: BA VISUAL ARTS

Required Courses
ART 125 Introduction to Drawing (3)
ART 120 World Art (3)
ART 200 The Contemporary Artist (3)
ART 251 World Art II (3)
ART 256 Advanced Drawing (3)
ART 491 Independent Study (1-3)

TOTAL CREDITS 37

Minor in Visual Arts

To minor in Visual Arts, students must complete 9 credits from Visual Arts courses offered. Art history courses are recommended.

Certificate Program in Visual Arts

For a certificate in Visual Arts, students must complete 24 credits from visual arts courses offered. The remaining 6 credits may be taken either from the Visual Arts Department or other approved departments. A mix of studio and art history courses is highly recommended.

Visual Arts Department Courses

Undergraduate

0–99 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.

- Online course
- FA Offered in fall only
- SP Offered in spring only
- SJ Offered in the summer only
- FA/SP Offered in both spring and fall
- SAP Offered through a study abroad program

ART (ART)
ART 102502 Pottery from the Earth (3)
In the ancient clay traditions all pottery comes from our mother, the earth. This class focuses on finding and clay using it to make vessels and other objects and firing them with wood and dung in a hearth on the ground. Forming and decorating vessels with found scraps and handmade brushes as tools are important parts of class work. Students will also study the importance of the vessels used by their own and other traditions, and how these vessels influenced their lives, FA.

ART 106 Photography I (3)
This course offers a foundation in basic photographic techniques. Students are introduced to equipment, materials, processes and photography. Special emphasis is 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 back-end-white materials, color film processing and enlarging. Students provide their own manual 35 mm camera, $40 lab fee $150 estimated cost of materials.

ART 105 Introduction to Drawing (3)
This studio class focuses on developing skillful use of drawing techniques, paired with an investigation of line 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. FA/SP.

ART 100530 Color Theory (3)
The goal of this class is to explore the experience of color perception as an aesthetic, psychological and practical construct. 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 colors 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 slip.
ART 12 /15/57
Brush Stroke I (3)
Through the practice of brush calligraphy, students will focus on learning how to cultivate the qì (vital energy). Students will not be expected to focus on the process of meditation with a brush, keeping it in mind brush master Kao Shih-chang’s notion: “Failure now may be more interesting than success later.” A paper will be due on the tenth week of class on Kao Shih-chang’s book, Brush Mind. Each workshop begins with a Tai Chi-Qigong standing meditation. Because this is a contemplative craft, attendance, active participation and regular homework are mandatory. ART 127 does not fulfill the prerequisite requirement for ART 281 Traditional Chinese Brush Stroke II. FAS'17

ART 151/551
World Art I (3)
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 required for students majoring in Visual Arts as well as those in Performing Arts, Writing and Literature, and Religion Studies. The course aims to give a context to the practice and spirit of art within a cultural image and within a global perspective. FA'17

ART 151/555
Figure Drawing I (3)
The structure of this course is determined by the concentration on the figurative motif. Class routine begins with a warm-up exercise 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. FA'17

ART 180/540
Sculpture (3)
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 personas notable 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. SPR'17

ART 181
Traditional Chinese Brush Stroke I (3)
Brush Stroke class will focus on learning how to cultivate the qì (vital energy) through the practice of brush calligraphy. The history of Oriental calligraphy and culture will be studied. We will focus on the process of meditation with a brush. Emphasis will be placed on regular running style and grass style. Combined with some exposure to seal script and brush painting as well. Students will learn how Asian paper and brushes are used, how to place a shot or a red seal on Chinese calligraphy and painting. We will study how the Asian brush is designed and how it differs from Western brushes. Every student will have a workshop at the end of this course. Workshops begin with a light qì gōng standing meditation every week. FA'17

ART 200/500
The Contemplative Artist (3)
At the very heart of the world's contemplative is the activity of observing reality. Contemplative, originally a term of divination, meant an open space marked out for observation. Contemplation implies attentive and meditative observation. Through mindfulness meditation, studio assignments and selected readings, students explore a cosmology of art that how art arises how seeing occurs, formally and poetically, and 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 in an individual's aesthetic sense and artistic statement. FA'17

ART 204/504
3D Design and Graphics Practicum (2)
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, instrumental, or dance), theater or visual arts. The course provides a basic introduction to selected Indian styles and mythology, in order to understand and appreciate traditional and contemporary Indian arts. SPR'17

ART 206/566
Tibetan Scroll Painting (3)
This course will focus on learning skills in the tigah (procedures for each image), writing, painting, color mixing and painting and create a completed painting (thangka) by the conclusion of the course. FAS'17

ART 208
Balinese Painting (3)
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 of Balinese artists teach the course. FAS'17

ART 210
Balinese Batik (3)
The course is 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 master artists to create traditional and personal designs. SPR'17

ART 212
Balinese Mask Carving (3)
Masks carry its roots in the ceremonial and mythic representation of the religious characters of Bali. Students are introduced to this traditional art form in a small group setting under the direction of Balinese master artists. They produce masks in the medium of wood, with a paint and lacquer finish. FAS'17

ART 215/515
Watercolor (3)
This course is open to beginners and experienced artists, is a series of exercises designed to lay the foundation for understanding this seriously difficult medium. The techniques practiced here, the techniques practiced in the Western tradition of the past three centuries and provide the basis for a lifetime of artistic pleasure. This is a studio class with demonstrations by the instructor and a lot of painting and drawing by the students. FA'17

ART 233/533
Thangka Painting: Appreciation of Himalayan Buddhist Art (3)
Thangka painting, a traditional visual art form unique to the Himalayan Buddhist region, will be approached in two ways: studio training in basic drawing & painting is paired with academic study within a broad context. Topics include history, styles, methods, content and relevance to historical and contemporary societies. The class format includes slide lectures, films, readings and field excursions. Students will also work in a practice environment modeled after the Kathesimbu nyingma practice in two day-long sessions. FA'17

ART 237/547
Brush Stroke II (3)
This course is composed of these four-week assignments. Students will read selections from Odhyan Tronglop’s Dharma Art, work on refining the dynamic of certain famous calligraphic pieces. They present their examples and a short paper on their artistic process and learning curve. Students will construct black, white and gray calligraphy based on Asian symmetrical calligraphy models. 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 Pu, Nanmatsu or Sengai, lead a discussion of their process during a presentation and exhibit their work at the student art show. Prerequisite: ART 217/517. FAS'17

ART 245/545
Painting I (3)
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 own life as well as to make us understand the world? The course is a studio class with exhibitions by the instructor and a lot of painting and drawing by the students. FAS'17

ART 251/552
World Art II (3)
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 arts of civilizations shaped by Buddhism, Islam and Christianity, transitions into the industrial age and the art of the modern era. SPR'17

Visual Arts Department

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ART 260/520
Calligraphy and Book Arts (3)
In this class, an alphabet is 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. The 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. FAS/SP

ART 281
Traditional Chinese Brush Stroke I (3)
Based on skills learned in "Traditional Chinese Brush Stroke 1," 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 artistic conception, students examine various Chinese poetic art, i.e., poetry, calligraphy, and painting, are introduced in the class. The class is also open to advanced students. The focus of this class will be the development of calligraphy skill, which enhances production. This course is offered only in the spring. This course may be repeated twice for credit. FAS/SP

ART 282
Thinking Photography: Mapping Memory (3)
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 video to build these inventories and make these stories. FA

ART 311/511
Mixed Media (3)
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. SP

ART 325/525
Advanced Drawing (3)
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 225(S)/0 or permission of instructor SP

ART 333/543
Thangka Painting II (3)
This course is a continuation of ART 333/533. Students learn to stretch and prime cloth for painting. Each student begins by painting the eight auspicious symbols that advance to composing a complete thangka. Skills focused on include technique, shading, color-mixing and application, and painting gold paint. Detailed study of classic thangkas, both past and contemporary, complement the skills practiced. Prerequisite: ART 333/533, FA

ART 337/557
Brush Stroke II (3)
In this third semester workshop students will be given particular advanced problems in design. Various books about brush masters from the past are used, such as "Studied in Consecration," Zen and the Fine Arts of the Sword of N斯顿. The students will practice the line of poetry in regular and ornate scripts in combination with scripture painting, in both Chinese and Japanese brush art. The interaction between the West and the East. Workshops begin with a light Qigong standing meditation every week. SP

ART 431/531
Advanced Studio Practice (3)
Students in this course will define and manifest their own artistic voice, incorporating the media and techniques of their choice. Motivated students will build a body of cohesive art work with emphasis on technical formats and conceptual development. Art and thought processes will be supported by research, engaged inquiry and a highly focused studio practice. Viewing art from contemporary and traditional cultures will encourage students to realize a global understanding of what art is. Visual Arts majors only. Two studio courses are required as prerequisites. SP

ART 433/553
Thangka Painting III (3)
The course is for advanced students of thangka painting. Students will continue to work on their compositions begun in "Thangka Painting II." Further development of painting technique coincides with study and refinement of design both linear and tonal. The weaving of brocades for mounting finished paintings is also demonstrated. Prerequisite: ART 333/533, FA

ART 437/567
Brush Stroke IV (3)
This fourth semester workshop students will study painting of rocks, plants, and animals. The "Mustard Seed Manual" will be required. Complementary assignments in Bad Shemar's painting style will also be studied in the studio. Enlarged work in both will require multiple copies in various formats, brushes and inks. Prerequisite: ART 337/557, FAS/SP

ART 443/563
Thangka Painting IV (3)
This course is for advanced students of thangka painting. Prerequisite: ART 433/553, FA

ART 480
Portfolio & Gallery Preparation (Senior Project) (1)
This course prepares students for the presentation of their senior projects in the Nancy Galway Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyright, presentation of artwork and installation of exhibitions. BA Visual Arts seniors only. Others by permission of Visual Arts Department chair. FAS/SP

ART 499
Independent Study (1–3)
This course offers an opportunity for students to engage in indepth, concentrated study with a particular faculty member for a semester. The design of study and course work is decided upon by the student and faculty member. FAS/SP
“Ordinary mind includes eternal perceptions.”
—Allen Ginsberg

The Jack Kerouac School of Disembodied Poetics
Naropa University’s Department of Writing and Poetics aspires to the classical Greek akademia, a “grove” of learning where elders and students met to explore traditional and innovative technique and lore, in this case in the literary arts. This further conjures the contemplative viharas of classical India where poets, philosophers and yogins practiced and debated. The program honors the verbal arts as a medium of human culture through the study and practice of oral and written literature.

The Jack Kerouac School was founded at Naropa in 1974 by Allen Ginsberg and Anne Waldman. The school comprises the Summer-Writing Program and the Department of Writing and Poetics, which administers the BA in Writing and Literature, the MFA in Writing and Poetics and the MFA in Creative Writing. The Jack 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.
WRITING AND POETICS DEPARTMENT

Chair: Steven Taylor
Administrative Director: Judith Hartman
Director of MFA Creative Writing: Linda Burris
Graduate Academic Advisor: Samantha Wall
Core Faculty: Keith Robess, Rand Bue, Bobbie Louise Hawkins, Anório Helo, Laila Hunt, Shani Kapile, Andrew Schmeling, lime Sleder, Steven Taylor, Anne Waldman (Distinguished Professor of Poetry)
Adjunct Faculty: Junior Burris, Lee Christopher, Jack Collom, Elizabeth Hyde, Lee Janeret, Alike O'Brien, Brad O'Sullivan, Harrison Owen, Kristen Prevelle, Juli Sato

UNDERGRADUATE STUDY
Bachelor of Arts in Writing and Literature
The Bachelor of Arts in Writing and Literature is a 36-credit major with a curriculum that balances writing workshops 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. In addition to the practice and study of writing, Writing and Literature students can acquire skills in letterpress printing through the Harry Smith Print Shop, and publishing via *Chimera*, the department's literary journal, which is edited each year by a board of undergraduate and graduate students. Through Project: Oulipian, students develop workshop teaching skills in local schools and institutions.

Declaration of Major
Students from the Core Program who are applying to the Writing and Literature major must:
- have 45 credits or more at the end of a current semester in order to submit an application
- meet with the Writing and Literature advisor to clarify personal objectives and goals for a major
- submit a supplemental essay (two to three typed, double-spaced pages)
- submit original poetry or prose fiction
- submit a letter of intent (one to two pages)
- submit recommendation from a lower-division instructor

The form is available in the Writing & Poetics Office and with the advisor for Writing and Literature.

ADMISISSION REQUIREMENTS
Writing and Poetry admission requirements include:
- 15 credits of English literature
- 9 credits of English composition
- A campus visit or phone conversation with one of the faculty members is recommended but not required.

STUDENT ADVISORS

WRITING COURSES: 18 credits
(Literature courses examine selected writers' works, topics, or periods in literary history and require critical papers in standard academic format)

WR 349 Literature Seminar: Radical Presence (4)
WR 350 Literature Seminar: Harlem Renaissance (4)
WR 356 Literature Seminar: Points of Departure (4)
WR 357 Literature Seminar: Reading Art (4)
WR 384 Reading & Writing: Pacing (4)
WR 385 Reading & Writing: Wild Form (4)
WR 386 Eco Lit (4)
WR 418 Reading and Writing Fade to Black (4)
WR 419 Reading and Writing TBA (4)
WR 421 Literature Seminar: Cultural Currents (4)
WR 429 Contemporary Poetics (4)
WR 431 Expository Essay (4)
WR 436 Trends in Contemporary Literature: Introduction to Feminist Theory (4)
WR 443 Practice of Translation (4)

Final Manuscript and Critical Thesis: 3 credits
The final requirement in Writing and Literature is a manuscript representing the best creative work the student has accomplished in the program, including a critical essay on a literary topic. For further description, see the manuscript guidelines available at the Writing and Poetics Office.

WR 475 Final Manuscript and Critical Thesis (4/3)

*Note: no extensions are available in the BA final manuscript course.

TOTAL CREDITS: 36

Elective Courses offered by the Department of Writing and Poetics

WR 335W Poetry Practicum: Haiku, Linked Verses and The Haiku Smorgasbord (4)
WR 336W Prose Practicum (4)
WR 337W Writer's Practicum
WR 354W Writer's Practicum
WR 367V Designing a Writing Workshop (2)
WR 382 Letterpress Practice: the Well-Dressed Word (4)
WR 383 Letterpress Printing: First Impressions (4)
WR 481 Project Outcomes (2–3)

The Writing and Poetics Department offers the following course:
WR 429 Contemplative Poetics (4)

Independent Study: WR 499 can fulfill degree requirements in elective or literature courses. If fulfilling degree requirements in literature, it must be supervised by the Writing and Poetics core or adjunct faculty. Independent study proposals must be submitted for approval the semester before.

Summer Writing Program
One summer's Summer Writing Program for a total of 6 credits may be applied toward the degree. Of these, 3 credits will be applied to writing workshop requirements and 3 credits will apply to literature course requirements. See the Summer-Writing Program section of this catalog for more information.

MINOR IN WRITING AND LITERATURE

Students who want to minor in Writing and Literature (9 credits) must select one of the following four combinations:
- 1. One writing workshop course; two literature courses
- 2. Two writing workshops; one literature course
- 3. Summer-Writing Program (four weeks for 6 credits); plus one literature course or one writing workshop
- 4. Summer-Writing Program (two weeks for 3 credits); plus one literature course for 3 credits and one writing workshop for 3 credits

GRADUATE STUDY

Master of Fine Arts in Writing and Poetics

The MFA in Writing and Poetics is a two-year 49-credit graduate degree program, which can also be taken part-time over three or four years. 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. See the "Summer-Writing Program" section of this catalog for more information.

ADMISSION REQUIREMENTS:

MFA WRITING AND POETICS

Writing and Poetry admission requirements include:
- 1. Standard graduate admission requirements (see p. 17)
- 2. Fifteen pages of original poetry or thirty pages of original prose fiction, typed
- 3. Supplemental application, including the Letter of Intent
- 4. A campus visit or phone conversation with one of the faculty members is recommended but not required.

Writing and Poetics Department

920 Writing and Poetics Department
## Concentrations

On applying to the Master of Fine Arts program, students select one of the following: prose, poetry or translation concentration, but may take workshops in any concentration, at the discretion of the faculty. Each concentration requires the student to complete studies in one of three general categories: composition, verse, or prose in translation in the time that they are in the program.

### Poetry

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

### Prose

MFA prose workshops examine techniques of postmodern fiction and creative prose, basic strategies for monologue, dialogue, point of view, characterization, scene construction and language tone are explored and assigned for practice. In prose workshops, long and short fiction, memoir, autobiographical prose, essays, diaries, screenplays and videos are used to illustrate narrative technique. Workshops encourage student peer critique and developing editing 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. Course work may include various exercises in translation, exploration, imitation and mistranslation. Generally in each course, a student will focus on a sustained work of translation from a particular author's language or material, thorough readings for the course 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: MFA WRITING AND POETICS

**Required Courses**

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<tr>
<th>Course Code</th>
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<tr>
<td>WR 618A</td>
<td>Practice of Poetry: Migrant Metaphors (FA)</td>
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<tr>
<td>WR 618B</td>
<td>Practice of Poetry: Seeing Things in Time (FA)</td>
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<tr>
<td>WR 619A</td>
<td>Practice of Fiction</td>
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<td>WR 619B</td>
<td>Monologue/Characterization</td>
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<td>WR 619C</td>
<td>Practice of Fiction: Building Blocks (FA)</td>
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<td>WR 623</td>
<td>Creative Reading &amp; Writing: Organizing the World’s Works (FA)</td>
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<td>WR 624</td>
<td>Creative Reading &amp; Writing: Hybrid Forms (FA)</td>
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<td>WR 625</td>
<td>Creative Reading &amp; Writing: Dramatic Monologues (FA)</td>
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<tr>
<td>WR 629</td>
<td>Creative Reading &amp; Writing: Practice of Translation (FA)</td>
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<tr>
<td>WR 710A</td>
<td>Poetry: Composition &amp; Criticism (SP)</td>
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<tr>
<td>WR 710B</td>
<td>Poetry: Practice of Poetic Fiction (SP)</td>
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<tr>
<td>WR 711A</td>
<td>Poetry: The Short and Long of It (SP)</td>
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<tr>
<td>WR 711B</td>
<td>Poetry: Practice of Fiction Happy Days (SP)</td>
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<td>WR 723</td>
<td>Creative Reading &amp; Writing: East to West and Vice Versa (SP)</td>
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<td>WR 725</td>
<td>Expository Essay (SP)</td>
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<tr>
<td>WR 731</td>
<td>Creative Reading &amp; Writing: Sequence of Essays (SP)</td>
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<tr>
<td>WR 739</td>
<td>Contemplative Poetics (SP)</td>
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### Literature Courses: 9 credits

(All courses are 3 credits)

These courses are single writer's work, specific topics in literary history, or encropes a survey of historical or theoretical orientations and requires critical papers in standard academic format.

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<th>Course Code</th>
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<td>WR 663</td>
<td>Creative Reading &amp; Writing: Organizing the World’s Creations (FA)</td>
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<td>WR 664</td>
<td>Creative Reading &amp; Writing: Hybrid Forms (FA)</td>
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<tr>
<td>WR 665</td>
<td>Creative Reading &amp; Writing: Dramatic Monologues (FA)</td>
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<td>WR 669</td>
<td>Practice of Translation</td>
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<td>WR 670</td>
<td>Literature Seminar: Radical Prosody (FA)</td>
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<td>WR 671</td>
<td>Literature Seminar: Haiku on Haiku, Haiku on Haiku (FA)</td>
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<td>WR 675</td>
<td>Literature Seminar: Points of Departure (FA)</td>
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<tr>
<td>WR 676</td>
<td>Literature Seminar: Reading Art (FA)</td>
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<td>WR 721</td>
<td>Eco-Lit (SP)</td>
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<td>WR 722</td>
<td>Creative Reading &amp; Writing: East to West and Vice Versa (SP)</td>
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<td>WR 724</td>
<td>Literature Seminar: Cultural Currents (Hills to Present) (SP)</td>
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<td>WR 725</td>
<td>Expository Essay (SP)</td>
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<td>WR 731</td>
<td>Creative Reading &amp; Writing: Sequence of Essays (FA)</td>
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<td>WR 736</td>
<td>Trends in Contemporary Literature</td>
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<td>WR 737</td>
<td>Intro to Feminist Theory (SP)</td>
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<td>WR 739</td>
<td>Contemplative Poetics (SP)</td>
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<tr>
<td>WR 742</td>
<td>Literature Seminar: Whim &amp; Bale (SP)</td>
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</table>

### TOTAL CREDITS: 9

###失信 6 credits

Students have ample choice to fulfill the 6-credit elective requirement and may choose courses from a wide range of options. The Writing and Poetics Department offers the following electives:

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>WR 602</td>
<td>Letterpress Printing: The Velázquez Wood (3) (FA)</td>
</tr>
<tr>
<td>WR 622</td>
<td>Letterpress Printing: First Impressions (2) (SP)</td>
</tr>
<tr>
<td>WR 667</td>
<td>Practice of Fiction: Designing &amp; Writing Workshops (2) (SP)</td>
</tr>
<tr>
<td>WR 745W</td>
<td>Poetry Practicum, Haiku, Linked Verses, and the Haiku Project (1) (SP)</td>
</tr>
<tr>
<td>WR 746W</td>
<td>Prose Practicum/TA (1) (SP)</td>
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<tr>
<td>WR 747W</td>
<td>Writers' Practicum</td>
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<tr>
<td>WR 778</td>
<td>Mind Grammar (1) (SP)</td>
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<td>TOTAL</td>
<td>6</td>
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</table>

### Contemplative Requirements: 3 credits

There are a variety of courses available that satisfy this requirement, including chias, sitting meditations, meditation and yoga, among others. Each of these disciplines provides training in an art form that cultivates mindful awareness.

The Writing and Poetics Department offers the following contemplative courses:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>WR 739</td>
<td>Contemplative Poetics (SP)</td>
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</table>

### TOTAL | 3 |

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### Admission Requirements: MFA Creative Writing

1. Standard graduate admission requirements (see p.17)
2. A writing sample consisting of thirty pages of prose fiction or thirty pages of poetry
3. Supplemental application
4. Technology form

### Concentrations

While the low-residency MFA program in Creative Writing offers courses and workshops in poetry and prose, students do not commit to a concentration. Those who wish to devote more focus to a particular form are urged to apply to the residential MFA Writing and Poetics program.

### REQUIREMENTS: MFA CREATIVE WRITING

#### Summer Writing Program

Two four-week summer semesters (or some combination totaling 16 credits), are completed at Naropa's Boulder campus.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>WR 651W</td>
<td>Summer-Writing Program I (8)</td>
</tr>
<tr>
<td>WR 751W</td>
<td>Summer-Writing Program II (8)</td>
</tr>
</tbody>
</table>

### TOTAL: 16

### Writing Workshops: 9 credits

(All courses are 3 credits)

Writing workshops require regular submission of original work for critique and editing. Creative reading and writing courses have distinct literature and creative writing components.

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>WR 676</td>
<td>Practice of Fiction: Monologue/Characterization (FA)</td>
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<tr>
<td>WR 677</td>
<td>Practice of Fiction: Scupping prose (FA)</td>
</tr>
<tr>
<td>WR 678</td>
<td>Practice of Poetry: Great Compositions (SP)</td>
</tr>
<tr>
<td>WR 679</td>
<td>Creative Reading and Writing</td>
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<td>WR 680</td>
<td>Creative Reading and Writing</td>
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<td>WR 739</td>
<td>Creative Writing</td>
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<tr>
<td>WR 788</td>
<td>Exploring Creative Nonfiction (SP)</td>
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</tbody>
</table>

### TOTAL | 9

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Master of Fine Arts in Creative Writing

The MFA Creative Writing is a low-residency, 49-credit degree program. Courses are taken online during the regular academic year and 16 credit hours of the summer Writing Program (spread out over two or three summers) are completed at Naropa University's Boulder campus. The curriculum balances online writing workshops and literature seminars. Technical support is provided throughout. Students are part of a community of writers across the country and overseas as well. Low-residency students generally enroll for 6 credit hours per semester to realize their degree in three years and to qualify for financial aid.

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195 Writing and Poetics Department
Literature Courses: 9 credits

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 Writing and Writing and Thinking in Contemporary Literature. All literature courses require critical essays in standard academic format.

WRI 464 Creative Reading and Writing: Dramatic Measures (SP)
WRI 644 Literature Seminar: O’Neill’s Own Language (FA)
WRI 667 Creative Reading and Writing: inspired by literature (FA)
WRI 666 Creative Reading and Writing: Investigative Poetics (SP)
WRI 676 Exploring Creative Nonfiction (SP)

Final Manuscript: 6 credits

In their last semester, MA students submit a final manuscript consisting of a creative manuscript and a critical thesis.
WRI 480 Final Manuscript (W/VSP)

TOTAL: 6

Elective Requirements: 6 credits

Elective courses offered by the department include Book. Masters (3 credits) and poetry or prose practice (1 credit each). Taught by guest faculty. Students can choose from the array of more than forty online courses offered by other departments.

WRI 792z Book Masters: An Introduction to Publishing (SP)

TOTAL: 6

Concentration Requirement: 3 credits

TOTAL CREDITS: 49

Writing and Poetics Department Courses

Undergraduate

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

Graduate

WRI 500-599 graduate-level electives and introductory courses
WRI 600-699 intended primarily for first-year graduate students
WRI 700-799 intended primarily for advanced graduate students
WRI 800-899 intended primarily for master’s thesis, projects, internship, field placement, etc.

WRI Online office
WRI Office in Hall only
WRI Office in spring only
WRI Office in the summer only
WRI Office in fall and spring
WRI Office through a study abroad program

WRI 316 Investigative Travel Journal (1-2)

This independent study course is designed to give students the tools to explore a new city through the eyes of an investigative writer. With the guidance of a Narbonne writing instructor, students choose a European city for creative exploration. Once students have completed their exploration, they are to write an essay about their experience as well as a short story. The students then present their findings to the class.

WRI 335W745W Poetry Practicum: Haiku, Linked Verse, and the Bijingo (1)

Haiku is a Japanese form of poetry. It originated in Japan and spread internationally, becoming Japan’s best-known export. As a form of poetry it uses precise information about what we now term biographic facts. It can be cool and gracefully slow or up close & passionate. This two-day workshop with field trips will investigate what’s of our Southern Rocky Mountain form for this form. Group will be in place of haiku but will also try the five-line version, say it and collaborate in façade verse projects as well as considering poetry’s links to other formal arts. Open to WRI and Writing & Poetics (WAP) students only. Others by permission of the department.

WRI 336W746W Prose Practicum: TBA (1)

WRI 337W747W Writer’s Pracitcums: Mind Grammar (1)

This writing workshop is geared toward students who want to learn how to write. The course will focus on the art of writing, the mechanics of poetry, poetic form, poetic revision, and the role of the poet in society. Students will learn the basics of poetry, what is poetry, and how to write it. The course is designed to help students develop the skills necessary to write poetry. The course is open to all students, regardless of their level of experience.

TOTAL: 197

Writing and Poetics Department
WRITING ART: A poetry workshop using practical exercises drawn from the discoveries of our last century, which also happen to be found in art, music, drama, film, and comic books.

WRITING POETRY: A poetry workshop focusing on the use of poetic forms and techniques.

WRITING POETRY 2: A workshop on the use of poetic language and imagery.

WRITING POETRY 3: A workshop on the use of poetic rhythm and sound.

WRITING POETRY 4: A workshop on the use of poetic structure.

WRITING POETRY 5: A workshop on the use of poetic tone and mood.

WRITING POETRY 6: A workshop on the use of poetic voice.

WRITING POETRY 7: A workshop on the use of poetic voice.

WRITING POETRY 8: A workshop on the use of poetic voice.

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WRITING POETRY 100: A workshop on the use of poetic voice.
WRI 436/376
Trends in Contemporary Literature: Introduction to Feminist Criticism (3)
Is it possible for a woman to feel femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, literary criticism, theoretical and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts and popular culture? The course will address these broad questions through reading and discussing a few dead white males and the works of among others, Goldman, Beauvoir, Lorde, Spivak, and Butler. Open to W&L and WSP students only. Others by permission of the department. SP.

WRI 438
Writing Poetry: You Do It (3)
An exploration of poetic form based on student writing and materials provided by the instructor. These materials include poetry and consideration of poetry and well look at and discuss the work of both modern and postmodern authors along with participants' writing. Required course texts: The Poets: A Handbook of Poetic Forms, edited by Pickup, and Making Your Own Day: The Pleasures of Reading and Writing Poetry, by Kenneth Koch. Open to W&L students only. Others by permission of the department. SP.

WRI 419
Writing Fiction: Experiments with Narratives (3)
Here, we practical and investigate alternative narrative strategies. How, for example, can we generate multiple character voices and narratives? How do we read and re-form narratives? How can we compose narratives, that, like airports, replace the gestures of arrival and departure? Our writing experiments will engage across genres (film, visual art, music, architecture) for the feeling and sense we can bring as resources, to our own invented structures. Open to W&L students only. Others by permission of the department. SP.

WRI 443/429
Practice of Translation (3)
A workshop on the "nuts & bolts" of the craft, with a focus throughout writings in various fields. Reading will go towards clarifying how one translates works in other languages into American English equivalents. No need to know (at least pound found) its whole language in order to translate. Beginners & English-only readers welcome. Open to W&L, and W&P students only. Others by permission of the department. FA.

WRI 475
BA Final Manuscript and Thesis (3)
This course is required for Writing and Literature students in their final semester. Each candidate must complete a body of creative work (25-30 pages) and a work of original scholarly research (15-20 pages). This course serves as a workshop for these final projects with attention to the Critical Thesis offering guidance and structure for its planning, drafting, and revising. 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 Writing & Literature students in their final semester only.

WRI 481/781
Project Outreach (2-3)
Project Outreach places students in local schools and other institutions to encourage creative composition through writing exercises that inspire and motivate participants in making works out of words. Students go out into the world as literary architects, sharpening and extending their own teaching skills. Open to W&L and W&P students only. Others by permission of the department. FA/SR.

WRI 618A
Practice of Poetry: Migrant Metaphors (3)
The stage as territory and the problem of entry into entry in this class, we will invent a language to speak about passage: How will we cross into the world we've yet to write? How does a line embody the kind of travel that's not certain? What really happens at a border site, and how can we translate that "event" to the activity of writing? What will you carry with you, writing? This is an effort both temporally (delaying photographs) and spatially (objects confiscated in airports) the work of transit. Central to the work of the poetry workshops will be augmented by poetry discussions and the occasional experiment. Open to W&L and W&P students only.

WRI 618B
Practice of Poetry: Saying Things in Time (3)
In this course we will make time and improve on a wide variety of verse forms, using successful models to instruct and inspire our words to move more expressively in lines and sections. By working with these assignments, even if they do not come as usual compositional strategies, we develop verse awareness and draft poetic techniques to become more adept and flexible. The result: a greater range of "what comes up in our minds is able to be taken for and find unique expression. The title of this course comes from Robert Creeley: 'It is such a simple yet subtle art, saying things in time.' Open to W&L and W&P students only.

WRI 619A
Practice of Fiction: Monsters/Monoglot/Characterization (3)
Among character is one of the skills a writer must gain. The commonplace speaking voice that delineates character and determines character development is the basis for the writing students will do in this class. Monoglot's are a classic learning mode for characterization. Students will read writing and watch video performances by writers such as Alain Battist, Eric Bregger, Wili Kloppenberg, and others. The focus is not the dramatic playwriting aspect, but the character voice speaking itself onto paper. Open to W&L and W&P students only.

WRI 619B
Practice of Fiction: Building Blocks (3)
We will review fiction and nonfiction prose basic using a multi-genre approach, including short stories, dramatic dialogue, and microfictions. We will explore narrative strategies for multi-framed POVs: Authors include Alice Munro, Sam Shepard, Dagoberto Gilb, and James J. O'Connel. Dialogue will consider issues of gender, ethnicity and social class. Professional workshops will discuss publication agents, pitching, and editorial practices. Half the workshops will be given to critique of student writing, the other half will be given brief assignments and to get past second drafts of the manuscripts. Open to W&L and W&P students only.

WRI 623
Creative Reading & Writing: Organizing the Worlds Creators Leave (3)
The actual universe is a wide open, but rationalism makes systems, and systems must be closed;" said William James in Inventors, i.e., in writing, we make a move toward utopias and paradise. In this class, our goal will be to create objects and worlds large and small. Looking at a variety of texts that compactly or expansively ways of organizing materials: physical, poetic, and civic (e.g., reports into) our writing systems (from Aristotle's Physics to Alice Notley's The Deans of Aslan), our goal will be to create our own order of the universe, and our own order and disorders of language. Open to W&L and W&P students only.

WRI 624
Creative Reading & Writing: Hybrid Forms (3)
"Michael Chodrasek's The Collected Works of Billy the Kid is part novel, poetry sequence and collage. Anne Carson's Autobiography of Fit is a novel is also a poem. As Georges Bataille has put it, literature is a series of discourses rather than a continuous, these hybrid works and others may mark break points in this course, via writing exercises and discussion of our own work and that of others we will take a survey of the multiple angles of attack the hybrid offers to the problem of crafting works of fiction. Open to W&L and W&P students only.

WRI 625
Creative Reading and Writing: Dramatic Monsters (3)
For prose writers who want to achieve familiarity with dramatic structure, and for dramatists looking to infuse more lyricism into their work. The course will explore the singular demands of dramatic writing determining the form in which a story can be most effectively presented. Revealing character through action and the dynamics of dialogue as well as work constitutes a theme. There will be five weeks devoted to writing for the stage and ten weeks on writing for the screen. At the end of the course, each writer will possess a much stronger command of their craft. Open to W&L and W&P students only.

WRI 632a
Literature Seminar: The Feeling Tone (3)
This course involves reading and writing about the work of three exceptional writers (Michael Chodrasek, Way Veldken and Colletes) discussing writing approaches to writing and what the writer is capable of disclosing in the individual mode. We will read the work as writers examining other writers in order to understand how they achieve their tone and direction, and to investigate how techniques used in the writing can be brought to our own work. Open to Creative Writing students only. SP.

WRI 634a
Literature Seminar: Own's Own Language (3)
We will work with the basic elements of Language Sound, Vowels and Consonants, Letters, Syllables, Words and Idioms, Symbols, Translation, Rhymes and Metre. We will explore issues such as how to locate the self in the poetry of men's adult life. Through a structured journey we will navigate from A to Z of Own's Own Language. Elements such as Disguise, Harmony and Melody will be included. Also Rhetoric, Sense and Meter will call upon the collective wisdom of the canon of world poetry. The bibliography will draw from poetic writers such as Carlota de la Cruz, Federico Garcia Lorca, Gertrude Stein, Open to Creative Writing students only. SP.

WRI 637a
Practice of Fiction: Monologue/Characterization (3)
The writer is responsible for originating on the page, valid conversation, that a "speed" does not ring true we know it, even if we don't quite understand where that knowledge is coming from. And when works are made plausible, We will focus on the monologue as the most immediately available form Open to Creative Writing students only. SP.

WRI 670
Writing and Rhetoric Department.
“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 earliest tradition of the Hebrew Bible and was celebrated by the mystics of medieval Europe. Creation Spirituality provides a solid foundation and holistic perspective from which to address the critical issues of our times, including the revitalization of religion and culture, the honoring of women's wisdom, the celebration of hope in today's youth and the promotion of social and ecological justice. It is concerned with developing theologies and practices within religion and culture that promote personal wholeness, planetary survival and universal interdependence.

The Creation Spirituality master's program was developed more than twenty-five years ago by Matthew Fox. Begun in 1977 at Mundelein College in Chicago, Illinois, the program moved in 1983 to the San Francisco Bay Area in order to be more connected with this unique community of scientists, artists, activists, native peoples and theologians. In 1996 the program settled in downtown Oakland, extending its vision of becoming more involved in the urban reality and more accessible to students and the local community. In 1999 the Creation Spirituality program became part of Naropa University, which founded the Oakland campus in order to expand its offerings beyond the geographical and cultural limits of Boulder, Colorado, and more importantly, to bring them to the ethnically diverse urban community of Oakland.
CREATION SPIRITUALITY DEPARTMENT

Co-Chairs: Mariane DeNardo, Matthew Fox
Admissions Coordinator: Aileen Donovan
Core Faculty: Avela Colorado, Mariane DeNardo, Matthew Fox, Clare Ronan
Adjunct Faculty: Domety Baker, Daniel Bulbul, Charles Burack, Ken Bugaj, Kate Chung, Drew Dolinger, Adriana Diaz, Kirsten Natin kosteas, Genevieve Lem, Joanna Mary Michael Mandelstam, Peri Harris Manning, M. Martin, Hans Maert, Betty McAfee, Rolf Osterberg, John J.A. Parente, Russell Paul Kevin Peters, Ana Pereyera, Robert Ross, Peter Russell, David Sharp, Bruce Sherman, Jeremy Taylor, Luis Tejada, Carol Vaccarello, Gaye Edmiston Walden

GRADUATE STUDY
Master of Liberal Arts in Creation Spirituality

The MLA in Creation Spirituality is a 32-credit program that emphasizes leadership and culture and the transformative potential of Creation Spirituality and cosmology. This program offers students the opportunity to focus on their own work and study in particular areas such as the arts and spirituality; cosmology and spirituality; creation spirituality and spiritual development/guidance/celebration, peace and justice; deep ecology; work and spirituality; creativity and education; and, on another emphasis related to the creation spirituality tradition and cosmology. Students may also choose a concentration in Indigenous Mind or Spiritual Cinema.

The first two semesters begin with a required four-five-week intensive in creation spirituality and cosmology. Additional requirements in creation spirituality, cosmology, mystics, and core readings continue the foundational study. Students also select seminars, Art as Meditation, and Art of Community Building courses. Public events with scholars, artists, activists, and other creative thinkers engage students in dialogue with community thinkers from the Bay Area.

Flexible Scheduling Options
Students may complete their requirements through participation in required and elective intensives combined with weekend/winter/summer classes. Some independent study and two online electives are also available. Flexible scheduling options have been designed especially for those who seek an alternative to a traditional program. Students may begin their course of study in either the fall or spring semester.

ADMISSION REQUIREMENTS:
MLA CREATION SPIRITUALITY
For information on admission, tuition, financial aid, student services, and Oakland campus facilities, or to schedule a visit to the campus, please contact Naropa University-Oakland campus Office of Admissions, 510.835.4637, ext. 19 or email aileen@naropa.edu. You may also visit the Oakland campus website at www.naropa.edu/creationspirituality and www.creationspirituality.org.

REQUIREMENTS:
MLA CREATION SPIRITUALITY
Creation Spirituality/Cosmology (5)
Core Readings (2)
Mystics (3)
Engaged Spirituality (3)
Art as Meditation (2)
Art of Community Building (2)
Master’s Project Thesis (3)
Additional electives (14 credits including a minimum of 6 credits of seminar)
TOTAL CREDITS 32

Required Courses

CSP 600 Creation Spirituality & Cosmology I (3)
CSP 602 Creation Spirituality & Cosmology II (3)
CSP 603 Core Readings in Creation Spirituality (3)
CSP 604 Master’s Project Thesis (3)

Seminar Courses

Seminar courses may be in provocative dialogue and intellectual disciplines.
CSP 606 Urban Spirituality (1–3)
CSP 613 Creation Mythos (1–3)
CSP 616 Medieval Mystics (1–3)
CSP 617 The Mysticism of Thomas Aquinas (1–3)
CSP 627 The Mysticism of Meister Eckhart (1–3)
CSP 628 Mystical Poets and Creation Spirituality (1–3)
CSP 629 Creation Mythos/Legends of Begin (1–3)
CSP 637 Creation Spirituality and the Back Experience (1–3)
CSP 638 The Search for Common Ground: Howard Thurman (1–3)
CSP 639 Eco-Spirituality: Earth Wisdom and Wisdom Traditions (1–3)
CSP 643 Feminist Awakening & Women’s Spirituality (1–3)
CSP 644 Cosmology and the New Science (1–3)
CSP 645 Psyche, Soul, and Spirit (1–3)
CSP 646 Engaged Buddhist & Liberation Theology (1–3)
CSP 649 The Reinvention of Work (1–3)
CSP 651 Universal Themes in Myths & Dreams (1–3)
CSP 655 Jewish Mysticism (1–3)
CSP 656 Martian as Mystic and Prophet (1–3)
CSP 664 Personal Spirituality & Work
CSP 693 Art as Meditation (1–3)

TOTAL CREDITS 32

Art as Meditation Courses

Art as Meditation courses awaken creativity through art, movement, image and mediation practices.
CSP 604 Our Wisdom (1–3)
CSP 605 Passing Rites for Men & Women (1–3)
CSP 731 Native American Rituals (1–3)
CSP 735 Journeying with the Christian (1–2)
CSP 736 Songs of Sound (1–2)
CSP 738 Judy Chicago’s “Dinner Party” (1–2)
CSP 739 Moving Toward Wellness (1–2)
CSP 740 Introduction to Group Dream Work (1-2)
CSP 741 chi Gang Ancestors and Spirit Guides (1–3)
CSP 742 Creative Body Creative Spirit
CSP 743 Totem Animals (1–2)
CSP 744 Fasting as Creative Meditation (1–3)
CSP 745 Dancing Sacred Texts (1–2)
CSP 747 The Art of Ancestral Drama (1–2)
CSP 750 Elements of Native Ritual (1–2)
CSP 751 The Camera as Runnian & Companion (1–3)
CSP 754 Drum Time, Drum Time, Drum Time (1–2)
CSP 756 Ritual Theatrical and Creative Writing (1–3)

Art of Community Building Courses

Art of Community Building courses engage students in the community and offer practical experiences and skills in community building.
CSP 621 Roots of Ritual (1–3)
CSP 653 Compasion Practicum (1–3)
CSP 700 Wilderness Experience (1)
CSP 701 Creating Sacred Space
CSP 704 Sustainable Communities (1–3)
CSP 706 Spirituality and Homelessness (1)
CSP 708 Photography and Social Change (1–2)
CSP 772 Spirituality, Fiction & Theater (1–3)

Concentration in Indigenous Mind

This concentration, together with the foundational courses in Creation Spirituality, reawakens the student’s own genealogical, cultural and spiritual roots, such as those of the Native Americans, African, Jewish, or Native American. Cultivating an indigenous mind puts students into a sacred, whole way of seeing and being and gives their earth-based consciousness to bring healing to the world’s ecology and social justice, bringing it to the attention of all people.

Students in this concentration take 12 credits of specialized study in indigenous mind. Theoretical learning with traditions opens the spiritual, cultural, and theoretical traditions. Consequently, this concentration requires two additional residencies each semester. In addition, students engage in independent study and online learning. Students must anticipate additional costs for the residency requirements.

Courses Specific to Indigenous Mind

Seminar Courses
CSP 712 Indigenous Science: A Survey (1–3)
CSP 716 Genocide: Finding the Sacred Tree of Your Family (1–3)
CSP 720 Christianity and Cultural Imperialism (1–3)
CSP 724 Restoring Wisdom: Moon and Dreams as Mystic Medicine (1–3)
CSP 727 Environmental Literacy: Earth and Mud as Spiritual Eurasia (1–3)

Art as Meditation/Art of Community Building Courses
CSP 683 Compasion Practicum (1–3)
CSP 707 Building Community through Celebration (1–3)
CSP 731A Native American Rituals (1)
CSP 731B Native American Rituals (1)
CSP 741 Advanced Dance Work (1–3)
CSP 753 The Computer as Useful Friend (1–3)
CREATION SPIRITUALITY (CSP)

CSP 206/306C
Introduction to Creation Spirituality
This course will explore the universe, life, and the experience of humans as spiritual beings who inhabit the world. Students will study the work of various spiritual leaders who have contributed to the development of creation spirituality, including Teilhard de Chardin, John Cobb, and Aldo Leopold. Students will also have the opportunity to engage with the practice of creation spirituality through guided meditations and reflections on the natural world.

CSP 301
Urban Spirituality (1-3)
This course examines the role of spirituality in urban contexts, focusing on issues such as poverty, justice, and environmental justice. Students will engage with readings from a variety of spiritual traditions and will have the opportunity to engage in community-based service projects.

CSP 304
Creation Spirituality and Art (1-3)
This course explores the role of art in creating a more spiritually aware world. Students will study the work of various artists who have used their work to express their own spirituality, as well as the work of artists who have been inspired by creation spirituality.

CSP 305
Creation Spirituality and Ecology (1-3)
This course examines the relationship between creation spirituality and environmental issues, focusing on topics such as climate change, conservation, and sustainable living.

CSP 306
Creation Spirituality and Social Justice (1-3)
This course explores the role of creation spirituality in promoting social justice, focusing on issues such as economic justice, racial justice, and gender justice. Students will engage with readings from a variety of spiritual traditions and will have the opportunity to engage in community-based service projects.

CSP 307
Creation Spirituality and Education (1-3)
This course examines the role of creation spirituality in education, focusing on issues such as environmental education, social justice education, and faith-based education.

CSP 308
Creation Spirituality and Technology (1-3)
This course explores the role of creation spirituality in technology, focusing on issues such as digital ethics, social media, and the impact of technology on human relationships.

CSP 309
Creation Spirituality and Business (1-3)
This course examines the role of creation spirituality in business, focusing on issues such as ethical business practices, social responsibility, and sustainability.

CSP 310
Creation Spirituality and the Arts (1-3)
This course explores the role of creation spirituality in the arts, focusing on issues such as music, dance, and literature.

CSP 311
Creation Spirituality and Health (1-3)
This course examines the role of creation spirituality in health, focusing on issues such as wellness, alternative medicine, and spiritual healing.

CSP 312
Creation Spirituality and Leadership (1-3)
This course examines the role of creation spirituality in leadership, focusing on issues such as ethical leadership, social justice leadership, and spiritual leadership.

CSP 313
Creation Spirituality and Activism (1-3)
This course examines the role of creation spirituality in activism, focusing on issues such as social justice activism, environmental activism, and spiritual activism.

CSP 314
Creation Spirituality and Spirituality (1-3)
This course examines the role of creation spirituality in spiritual education, focusing on issues such as spiritual formation, spiritual direction, and spiritual practice.

CSP 315
Creation Spirituality and Justice (1-3)
This course examines the role of creation spirituality in justice, focusing on issues such as economic justice, racial justice, and gender justice.

CSP 316
Creation Spirituality and Peace (1-3)
This course examines the role of creation spirituality in peace, focusing on issues such as reconciliation, nonviolence, and peacemaking.

CSP 317
Creation Spirituality and Faith (1-3)
This course examines the role of creation spirituality in faith, focusing on issues such as spiritual formation, spiritual direction, and spiritual practice.

CSP 318
Creation Spirituality and Community (1-3)
This course examines the role of creation spirituality in community, focusing on issues such as community building, community transformation, and community leadership.

CSP 319
Creation Spirituality and Business (1-3)
This course examines the role of creation spirituality in business, focusing on issues such as ethical business practices, social responsibility, and sustainability.

CSP 320
Creation Spirituality and Education (1-3)
This course examines the role of creation spirituality in education, focusing on issues such as environmental education, social justice education, and faith-based education.

CSP 321
Creation Spirituality and Technology (1-3)
This course explores the role of creation spirituality in technology, focusing on issues such as digital ethics, social media, and the impact of technology on human relationships.

CSP 322
Creation Spirituality and Health (1-3)
This course examines the role of creation spirituality in health, focusing on issues such as wellness, alternative medicine, and spiritual healing.

CSP 323
Creation Spirituality and Leadership (1-3)
This course examines the role of creation spirituality in leadership, focusing on issues such as ethical leadership, social justice leadership, and spiritual leadership.

CSP 324
Creation Spirituality and Activism (1-3)
This course examines the role of creation spirituality in activism, focusing on issues such as social justice activism, environmental activism, and spiritual activism.

CSP 325
Creation Spirituality and Spirituality (1-3)
This course examines the role of creation spirituality in spiritual education, focusing on issues such as spiritual formation, spiritual direction, and spiritual practice.

CSP 326
Creation Spirituality and Justice (1-3)
This course examines the role of creation spirituality in justice, focusing on issues such as economic justice, racial justice, and gender justice.

CSP 327
Creation Spirituality and Peace (1-3)
This course examines the role of creation spirituality in peace, focusing on issues such as reconciliation, nonviolence, and peacemaking.

CSP 328
Creation Spirituality and Faith (1-3)
This course examines the role of creation spirituality in faith, focusing on issues such as spiritual formation, spiritual direction, and spiritual practice.

CSP 329
Creation Spirituality and Community (1-3)
This course examines the role of creation spirituality in community, focusing on issues such as community building, community transformation, and community leadership.

CSP 330
Creation Spirituality and Business (1-3)
This course examines the role of creation spirituality in business, focusing on issues such as ethical business practices, social responsibility, and sustainability.

CSP 331
Creation Spirituality and Education (1-3)
This course examines the role of creation spirituality in education, focusing on issues such as environmental education, social justice education, and faith-based education.

CSP 332
Creation Spirituality and Technology (1-3)
This course explores the role of creation spirituality in technology, focusing on issues such as digital ethics, social media, and the impact of technology on human relationships.

CSP 333
Creation Spirituality and Health (1-3)
This course examines the role of creation spirituality in health, focusing on issues such as wellness, alternative medicine, and spiritual healing.

CSP 334
Creation Spirituality and Leadership (1-3)
This course examines the role of creation spirituality in leadership, focusing on issues such as ethical leadership, social justice leadership, and spiritual leadership.

CSP 335
Creation Spirituality and Activism (1-3)
This course examines the role of creation spirituality in activism, focusing on issues such as social justice activism, environmental activism, and spiritual activism.

CSP 336
Creation Spirituality and Spirituality (1-3)
This course examines the role of creation spirituality in spiritual education, focusing on issues such as spiritual formation, spiritual direction, and spiritual practice.

CSP 337
Creation Spirituality and Justice (1-3)
This course examines the role of creation spirituality in justice, focusing on issues such as economic justice, racial justice, and gender justice.

CSP 338
Creation Spirituality and Peace (1-3)
This course examines the role of creation spirituality in peace, focusing on issues such as reconciliation, nonviolence, and peacemaking.

CSP 339
Creation Spirituality and Faith (1-3)
This course examines the role of creation spirituality in faith, focusing on issues such as spiritual formation, spiritual direction, and spiritual practice.
CSP 619 20th Century Mystics (1–3) Within the unique expressions of such spiritual leaders as Thich Nhat Hanh, Dorothy Day, Hazrat Inayat Khan, Alice Walker, and Paulo Freire, we will examine the transformative potential of spiritual leadership and the role of spirituality in the public sphere. The course will explore the spiritual dimensions of social justice and political activism.

CSP 620 New Patterns in Spirituality: An Artists’ Perspective (1–3) The course will explore the role of art in spiritual transformation, focusing on the work of contemporary artists who integrate spirituality into their creative process.

CSP 621 Roots of Ritual (1–3) A study of the historical and cultural roots of ritual practices across different traditions, examining the symbolic and spiritual significance of these practices in contemporary contexts.

CSP 622 Religion and Spirituality in a Postmodern World (1–3) Examines the impact of postmodern thought on religion and spirituality, focusing on the challenges and opportunities presented by these shifts.

CSP 623 New Patterns in Spirituality: A Feminist Perspective (1–3) A study of contemporary feminist spirituality, exploring the ways in which femininity and spirituality intersect and transform each other.


CSP 625 Mystical Poets and Creation Spirituality (1–3) Examines the role of mystical poets in shaping spiritual traditions, with a focus on the work of Rumi, Hafiz, and Terrance, and the poetic expression of creation spirituality.

CSP 625A Mystical Poets and Creation Spirituality (1–3) A study of the spiritual teachings and practices of mystical poets from various traditions, analyzing their impact on contemporary spirituality.

CSP 625B Mystical Poets and Creation Spirituality (1–3) Further exploration of mystical poetry, focusing on the work of Meister Eckhart, John of the Cross, and Rumi, and the influence of their teachings on contemporary spirituality.

CSP 626 Creation Mystic Hildegard of Bingen (1–3) The life and work of Hildegard of Bingen, a 12th-century mystic, and her contributions to the development of creation spirituality.

CSP 627 Creation Spirituality and the Black Experience (1–3) Examines the spiritual practices and traditions of African Americans, focusing on the ways in which these traditions have shaped the African-American experience.

CSP 628 The Search for Common Ground: Howard Thurman (1–3) An exploration of the life and work of Howard Thurman, a key figure in the development of creation spirituality.

CSP 629 Folklore and Myth of the African Diasporas (1–3) A study of the cultural and spiritual traditions of African diaspora communities, focusing on the role of folklore and myth in shaping these traditions.

CSP 630 African-American Spirituality: From Antiquity to the Twenty-first Century (1–3) An examination of the spiritual beliefs and practices of African Americans from their ancient roots to the present day, focusing on the role of faith and community in shaping African-American spirituality.

CSP 631 Soul Issues in World Spiritualities (1–3) A study of the spiritual traditions of East Asia, South Asia, and Africa, focusing on the challenges and opportunities presented by these traditions for contemporary spirituality.

CSP 632 African American Historical and Cultural Studies (1–3) An exploration of the historical and cultural heritage of African Americans, focusing on the role of spirituality in shaping their identity and experience.

CSP 633A Deep Ecumenism (1–3) An examination of the ecumenical movement, focusing on the challenges and opportunities presented by this movement for contemporary spirituality.

CSP 633B Deep Ecumenism: Spiritual Traditions of the World (1–3) An exploration of the spiritual traditions of the world, focusing on the ways in which these traditions have shaped the development of creation spirituality.

CSP 634 A Cosmopolitan Perspective on Sustainable Communities (1–3) A study of the role of spirituality in promoting sustainable communities, focusing on the integration of cultural and environmental values.

CSP 635 The Historical Jesus as Ecological Sage (1–3) An examination of the role of the historical Jesus in shaping ecological thought and practice, focusing on the ways in which his teachings can inform contemporary ecological challenges.

CSP 636 Ecospirituality: Perspectives from Ecocentrism, Ecosymbolism, and Cosmology (1–3) A study of the spiritual traditions of the world, focusing on the role of spirituality in shaping the ecological consciousness of individuals and communities.

CSP 637 Ecospirituality: Earth Wisdom and Wisdom Traditions (1–3) A study of the role of spirituality in shaping the ecological consciousness of individuals and communities, focusing on the ways in which these traditions can inform contemporary ecological challenges.

CSP 638 Ecospirituality: Earthly Wisdom and Wisdom Traditions (1–3) A study of the role of spirituality in shaping the ecological consciousness of individuals and communities, focusing on the ways in which these traditions can inform contemporary ecological challenges.

CSP 639 The Historical Jesus as an Ecological Sage: A Study of the Historical Jesus’ Contribution to可持续性 (1–3) A study of the role of the historical Jesus in shaping ecological thought and practice, focusing on the ways in which his teachings can inform contemporary ecological challenges.

CSP 640 The Historical Jesus as a Sage: A Study of the Historical Jesus’ Contribution to Sustainability (1–3) A study of the role of the historical Jesus in shaping ecological thought and practice, focusing on the ways in which his teachings can inform contemporary ecological challenges.
CSP 638 The New Science and Cosmology (1–3)
The new science of complex systems and self-organization reveals the universe's own creative, non-linear processes. Students will explore the emergence of particles, forces, galaxies, stars and life on earth using this rich perspective.

CSP 639 Feminists Awakening & Women's Spirituality (1–3)
This seminar examines the role of women from the perspective of psychology, spirituality and the arts. It is a study of feminism that offers perspectives on the power of the feminine and the empowerment of women. This course is designed to raise women’s consciousness and to engage women in a process of exploring the second dimensions of their own stories, their experience of the Divine and of themselves as divine.

CSP 640 Jung and Myth (1–3)
An in-depth examination of the theories of C.G. Jung, focusing on Jung's major concepts of archetypes, collective unconscious, persona, shadow, anima, animus, 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 (1–3)
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/brain is as fundamental to the universe as matter/energy and spacetime.

CSP 642 Cosmology and the New Science (1–3)
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 rewire our sense of the universe as alive, collaborative and creative.

CSP 643 Psyche, Soul & Spirit: Psychological Development & Spiritual Growth (1–3)
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)
Many different Buddhists 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 different contexts for body/mind/world interconnectedness, 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)
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 (patisamkhaya), the doctrine of no-person (anatta) and the theories of mindlessness (atmanavah). Students will also examine the Theravada and Mahayana systems, which are the two main forms of Buddhism known to the world today.

CSP 645B Buddhist Studies: Bodhisattva Archetypes (1–3)
We will examine the approaches to spiritual life 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 Buddha's Journey to Empowerment (1–3)
Students will examine themes of spiritual empowerment found in mystical writings from master Sufis such as Manuq Al-Hall (11th century), Fariduddin Attar (13th century), Idries Shah (20th century), and Omar Khayyam (11th 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 heen. These contributions became a profound legacy in the Sufi's response to the cultural devastation found in the same period of history.

CSP 647 Creation Spirituality and the Daily News (1–3)
Students will examine the top stories of the media from the perspective of creation spirituality, thinking about the difference between the emotional and the important, learning to deal with what is novel while trying to develop a critical consciousness and to influence the media to reinvent half by moving from the cynical to the spiritual.

CSP 648 Integrative Seminar (1–2)
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 presentations, dialogue and response from students and faculty are part of this weekend course.

CSP 649 The Reinvention of Work (1–3)
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 serving, joy, passion and wonder. Students will focus on how to tap their creativity and compassion to transform themselves, our communities and our planet. Visualizations and meditations will help clarify students' personal work visions.

CSP 650 The Reinvention of Work (2–3)
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)
The relationship between psychological development and spiritual growth is explored. Participants will consider the insights of creation spirituality, spiritual-physical figures and contemporary psychology as they illuminate our path of psycho-spiritual growth.

CSP 652 Universal Themes in Myth and Dreams: A New Look at Jung and Sacred Narrative (1–3)
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 analytical psychology, the class will focus on the integration of these materials.

CSP 653 Compassion Practicum (1–2)
The compassion practicum is just that—the practice of compassion, living out creation spirituality. The practicum invites students to become involved in learning how to find others, to join others committed to justice, peace, social change, health and healing and care for our planet. Students spend twenty to twenty-five hours learning with others engaged in the restoration and transformation of the earth community.

CSP 654 Dreading Our Wisdom (1)
Trust the goodness and necessity of movement and reorienting our birthright of improvisation, participate, breathe, dance, sing and act from the depths of self, culture and cosmos. Students rediscover their body as the language of the soul.

CSP 665 Jewish Mysticism (1–3)
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)
The course explores participants in rediscovers the sacred in urban contexts. The ways in which the 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)
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 and readings and discussion of theoretical and spiritual literature provides the basis for student experience.
CSP 702
Master's Project/Thesis Process Group II (1)
The second-semester project/thesis group offers time to explore with other students the creative process of developing a master's project/thesis. Students will have the opportunity to sharpen their writing skills, learn good techniques for research and to give and receive peer support and critique.

CSP 703
Creating Techno-Cosmic Masques and Rituals (1–2)
In this course, students will apprentice with visual makers, DIY techno-cosmic artists and community-builders who are creating techno-cosmic masques 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)
This class will provide participants with a brief overview of the social and ecological connections between ecological, ethical, social, spiritual, and economic issues and the current ways of living. Students will 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)
An experiential exploration of creation spirituality with young people from our local communities. Participants will work in the creative processes of art making, music, and creative writing.

CSP 706
Spirituality and Homelessness (1)
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 students' understanding of the arenas of 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 practices.

CSP 711
Christian Meditation (1–3)
An experiential course in which participants explore the science of meditation and the philosophical and theocritical framing of how we think about meditation and mindfulness. These classes will alternate between learning refined techniques of meditation and reviewing the results of student assignments.

CSP 712
Indigenous Science: A Survey (1–3)
This course addresses a topic of increasing popular interest: the connections between Indigenous perspectives on the natural world and contemporary scientific research. This course will explore the following topics:

1. Indigenous epistemologies and the role of experience and intuition in scientific inquiry.
2. The concept of a porous boundary between natural and social worlds.
3. The interconnectedness of all life.
4. The importance of place and the role of land and environment.
5. The role of the body in scientific practice and knowledge production.
6. The role of storytelling and narrative in scientific communication.
7. The role of community and cultural knowledge in scientific practice.

CSP 716
Ecology and Energy (1–3)
This course will examine the relationship between human societies and the natural world. It will focus on the role of energy in human societies and the natural world, and the interconnection of these two systems. The course will cover the following topics:

1. The history of energy and its role in human societies.
2. The science of energy and its impact on the natural world.
3. The role of energy in human societies and the natural world.
4. The interconnection of these two systems.

CSP 729
Living Wisdom Interview (1–3)
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 experimental learning of interview techniques and reviewing student assignments.
CSP 734
Art and Healing (1)
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. The course is designed to allow students to engage with the life-affirming and empowering forms of creativity and personal statement. Making art will be an opportunity for reflection, transformation and personal healing.

CSP 735
Journeying with the Chakras (1–3)
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 (1–3)
Shadha Yoga (the Yoga of Sound) is a matter of inner balance and design. The objective is to see sound in all its forms to gain access to the spiritual consciousness of our ancestors and explore the landscapes of human consciousness. Through sacred sounds and the art and sciences of breath, participants will recover on a deeper level the Divine Presence within ourselves and in nature.

CSP 737
Sing me a Meditation (1–2)
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 raps as healing properties. The musical discipline will be based on the music of Hindigand, Celtic music and the simple and usually moving shapes of Indian devotional music.

CSP 738
Jolly Chicago's "Diner Party" (1–2)
The course provides women with the opportunity to connect with 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, reclaim the historic and spiritual feminine within Western Civilization. With a communal format—plates and table runners—individual participants will create a dinner party unique to themselves.

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

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

CSP 741
Innerspace/Advanced Dream Work (1)
As basic dream concepts are understood, deeper inner work emerges and unfolds theoretically and in dreams that shape our contemporary individual and collective lives are recognized and discussed.

CSP 742
Dreams and Archetypes of Authentic Gender (1–3)
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)
The ancient practice of Chi Gong spurs the dance with spirit guides and ancestors. Chi Gong leads you into your core to inform your inner wisdom and set the termites of habit. 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)
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 rhythm of wounding, weaving, flowing, flowing, and the mysteries of sound, temperature and terrains. In this realm the personal totem animals await to embrace, inspire and create. Animal breath flows through the body's organs, meridians, fascias, and sin to shape aslant as sacred ritual art.

CSP 744
Painting as Creative Meditation (1)
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-expression.

CSP 745
Dancing Sacred Texts (1)
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 Arabesque/Neo-Kinetics (1)
Trusting the goodness and necessity of movement and reclaiming their birthright of improvisation, participants will 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 Dreams (1–2)
The course introduces participants to the theology, folklore and art of ancestor reverence in the traditions of West Africa. Knowledge 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)
A discussion of the basic components of rites of passage, the course will focus on the importance of facilitating with reverence the changes that occur in a woman's life. The ritual practices of women in the West-Atlantic diaspora serve as examples for understanding the function of rites of passage.

CSP 749
Men's Rites of Passage (1–2)
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)
Descendants of West Africans bring the basic elements of today's African spirituality to Europe, Brazil, Haiti and the United States. The course will open the door for participants to these ancient traditions and spiritual practices.

CSP 751
The Camera as Illustrator and Companion (1)
Participants in the course will begin to see in new ways, gain a level of comfort with the tools and equipment of photography, view the camera as friend, expand technical skills and become more aware of the power and joy of photography.

CSP 752
Movies as Spiritual Resources (1–3)
Movies are fun entertainment. Students will view, study and critique selected powerful films within the theological framework of creation spirituality. Students appreciate films as significant resources for spiritual insight, and participate in actions to change and encourage the movie industry to be socially responsible.

CSP 753
The Computer as Useful Friend (1–2)
Students will become their own graphic producer and use the computer as a useful "second self" rather than as an intimidating technology. The course will use the Microsoft "Power Point" program, which allows students to produce high quality animated presentations and published communications, such as flyers and newsletters.

CSP 754
Drum Time, Drum Time, Drama Time (1–2)
Combine the sacred arts of traditional African drumming with contemporary group drumming in order to return the drum to its rightful place. Each participant will weave their soul story and eventually personalize an element of it into a mask for group ritual.

CSP 755
Dances of Universal Peace: Dancing & Singing for Community (1–2)
The Dances of Universal Peace is a form of sacred circle dancing and singing which unites the community and the individual. Simple sacred dance movements set to spiritual 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)
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 emotions, intellectual and spiritual lives of both giver and receiver.

CSP 757 Native American Wisdom: History, Story & Literature (1)
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 opens to new ways of seeing and understanding creation and life.

CSP 758 Taoist Qigong and Art: The Tao of Creativity (1)
Cultivate the body's internal energy of "qi" 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)
Prayer is an art that damns all our attention in the present moment. To achieve the 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)
Participants will embark on an audio and visual spiritual journey with the goal of developing a new understanding of the present and its potential to transform personal and social consciousness. The class will focus on the transformation of the body and mind through meditation, visualization, and creative expression. Participants will explore the spiritual dimensions of urban life and the impact of technology on our spiritual practice.

CSP 761 Prayer Practices (1)
Prayers and rituals will be taken from a wide variety of the world's religions and spiritual practices, such as Christianity, Judaism, Buddhism and Hinduism, and the Native American, Goddess, Mayan and African indigenous traditions. Participants will maintain a prayer journal, write their own prayers and will interview people about their prayer lives.

CSP 762 Rhythmic American Poem: Reading for Beginners (1)
The course explores the African-American art of rap as a form of storytelling and celebration and a vehicle for personal, political, spiritual and contemplative statement. Students will learn the basic techniques to explore lyric writing and rapping in a supportive, creative environment.

CSP 763 Transformational Theater as Healing Ministry (1)
Students discover myths that make up the fabric of their lives. Through the creative components of transformational theater, human paths, creative movements and music, participants will communicate particular stories as a statement of the principles of creation spirituality.

CSP 764 Ritual Theater and Creative Writing (1)
Participants will find their deepest images and trust selves by journaling writing and improvisational statement. The spiritual practice is an empowering human imagination. The basis of the class will provide opportunities through meditation, Chi Gong and ritual making to free the artistic mind from the creative writing process.

CSP 765 Sculpture as Meditation (1)
Participants will create sculpture in this art as meditation course using a variety of media (pen, oil pastel, modeling clay, wood). Students will be encouraged to talk about the work created in class.

CSP 766 Arc and Social Change (1-2)
Students will examine the role of art in society with special emphasis on social change. Readings from the required book 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)
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 content will be western culture and spirituality, particularly concerning the use of technology.

CSP 768 Spirituality, Diversity and Social Change (1)
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 analyzed include Daughters of the Dust and Somos.

CSP 769 Creating Rituals from the Jewish Tradition (1)
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 Social Transformation (1-2)
Participants explore the personal and societal dimensions of the transformation to an ecologically, socially and spiritually sustainable culture. The starting point will be the voluntary simplicity movement and its powerful tools for simplifying participants' entanglements with time, money and career. The reduction in clutter allows people to be fully present for love, community and the work of social and ecological restoration. There will be a series of assignments which ground this transformational work in each participant's own life.

CSP 771 Vipassana Meditation (1)
The course examines how the meditator can be continuously purified and kept stable by the unfailing practice of mindfulness. The 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 (1-2)
A cast of courses deepening our destiny through reimagined mythology. Participants will examine ancient myths from the divinities 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 rite in honor of the ancestors.

CSP 773 Meditation on Gardening and Planting (1)
The course uses motivational 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 planting.

CSP 774 Embodiment Story (1-3)
An experiential exploration of story as the fundamental basis of Sacred Cinema. Students will work with the material of their own lives to create stories that they will act out through dialogue, sound effects and music. The goal of the class is to help students envision and experience storytelling as a personalized and multidimensional medium of sound, feeling and embodiment for the purpose of reaching and affecting others.

CSP 775 Raising a Mind (1–3)
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. The 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.
SUMMER WRITING PROGRAM

Chair, Artistic Director: Anne Waldman
Co-Directors: Max Roger, Lisa Birman

Previous Summer Writing Program Faculty have included: Keith Abbott, Irene Aebli, Rae Armantrout, William Christopher Bari, Ann Barstow, Charles Bernstein, Robber Baskin, Breslin, Jedediah, Clark Coolidge, Gil Coman, Robert Creeley, Victor Hernández Cruz, Maxine Chernoff, Beverly Donoff, Samuel R., D'Amato, Diane K. D'Amico, Rini D'Amico, Robert D'Amico, Robert D'Amico. The Summer Writing Program is a federally recognized third seminar for Nanos' accredited MFA program, which is held each year with an intensive summer learning experience. Two summer creative writing programs are required to complete the Writing and Poetics requirements. At the MFA level, the program consists of eight creative writing courses in the spring of each year. New MFA students entering the spring will receive information from the Admissions Office about registering for the SWP.

MFA Students Enrolled in Naropa University's Writing and Poetics Department

The Summer Writing Program is a four-week conversation of students, poets, scholars, fellow writers, travelers, performance artists, activists, Buddhist teachers, musicians, painters, editors and others working in small press publishing. In dialogue with renowned practitioners, students engage in the practice of poetry, fiction, cross-genre possibilities, intertextuality, 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, to both broaden and experienced writers for equal challenge in the program. The tradition exemplified by the "found" or "left-hand" imagery, a heritage of powerful school, has become the engine that propels the practices that operates outside the cultural mainstream.

As political and ecological crises intensify across our planet, the writer's role raises vital questions. Our "unacknowledged legislators," as John Cage once described the poet, are marginal wormwood. The program provides three distinct forums to address these concerns. Writing workshops directed by guest and resident faculty, discussions, readings and faculty and student interactions, readings and discussions in which writing and ideas are discussed in face-to-face intimacy. The traditional role of "teacher" and "student" are side by side in sustained conversation and learning for both writer and writer.

Students submit 2 credits per week. All credits may be earned during the spring semester. After mid-summer, the MFA students will need to apply and receive permission from the SWP Department prior to registering. Please contact the SWP registration manager at 303.545.6002.

Students Enrolled at Other Colleges or Universities

Students enrolled in graduate creative writing programs at other colleges and universities are invited to attend the Summer Writing Program through the Visiting Student 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 or all four weeks of the program. The total number of credits that can be transferred varies each year.

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 AU or MFA credit. These students must contact the Admissions Office about admission to the Visiting Student Program.

Non-Credit Students

Each summer, some students elect to attend the Summer Writing Program as non-credit participants. This is for the least expensive option and non-credit students are entitled to attend almost all of the classes, readings, lectures and events as degree-seeking students. The non-credit option is available for fall and 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 Naros students who want to get a feel for the kind of writing being done here. Unfortunately, it is not possible to attend the SWP as a non-credit student and transfer the experience to academic credit at a later date.

SUMMER WRITING PROGRAM MAGAZINE

Each participant attending the Summer Writing Program is invited to submit one to two poems for publication in the Summer Writing Program Magazine. Copies of the magazine are available through the SWP Office.

SWP Orientation

The Summer Writing Program holds orientation events during the first week prior to the Spring Quarter. These events are for all students, credit and non-credit, especially those planning on attending all four weeks of the program. Information about college credit, attendance at orientation events and the mandatory move-in and end of quarter potluck are available to credit and non-credit students. All students are invited to join the writing community for one, two, three or all four weeks of the program. Undergraduate students receive 12 credits for each week attended and graduates receive 2 credits per week. All credits may be earned during the spring semester. After mid-summer, the MFA students will need to apply and receive permission from the SWP Department prior to registering. Please contact the SWP registration manager at 303.545.6002.

SWP Scholarships

There are many scholarship opportunities for degree-seeking and non-degree-seeking Summer Writing Program students. Please see the "Financial Aid" section of the catalog.
INTERNATIONAL AND INTERCULTURAL EDUCATION

Co-Directors: Dennis A. Cope and Peter S. Volt
Director, Sikkim Programs: Clarke Warren
Director, Prague Programs: Jilana Dvoralova
Prague Faculty Director: Lisa Birmann

"Pilgrim, n. A traveler that is taken seriously."
—Ambrose Bierce

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 GPA is required for acceptance into the programs.

Students from Naropa University or other colleges may apply. Naropa accepts up to fifteen students per semester for study abroad programs.

Students may also apply to pre-approved study abroad programs sponsored by other universities. Please visit the Office of International and Intercultural Education for information about application procedures and admissions for Naropa and other study abroad programs.

SIKKIM, NORTH INDIA
Himalayan Buddhist Studies
Fall and Spring Semesters
Formerly based in Nepal, 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. The program is based in the region.

For many centuries Sikkim was an independent Tibetan Buddhist kingdom, and is still home to vibrant Himalayan Buddhist, Hindu and animist traditions. Beginning in the early twentieth 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 hillside facing the dramatic mountains of the eastern Himalaya. 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.

Sikkim’s natural mountainous environment is relatively unspoiled and is famous for its spectacular views of Kanchenjunga, the world’s third highest peak.

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 Shillu people with Tibetan, Nepali and Indian ethnic groups.

The program includes a comprehensive in-country orientation, academic course work, daily meditation practice, festivals and performances, community gatherings, as well as time for personal exploration of the surrounding area. Students undertake a one-week home stay in the early stages of the semester.

Near the end of the semester students conduct 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, visa, 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
REL 284 Buddhist Traditions Sikkim 

ANT 271 Culture, Traditions and Contemporary Issues of Sikkim

ANT 311 Independent Field Research Sikkim

REL 280 Meditation Practice Sikkim

REL 273 Nepali Language Sikkim

REL 385 Tibetan Language Sikkim

TOTAL CREDITS 14

Students may choose an optional elective:
ANT 224 Tibetan Script Painting

MUS 265 Classical Indian Dance

TOTAL CREDITS 14 or 16

PRAGUE, CZECH REPUBLIC
The Writer as Witness
Spring Semester Only

The Naropa program in Prague offers a unique opportunity to explore Czech culture through writing and poetry. Students are academically immersed in the history, culture, politics and economy 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 students’ awareness of themselves and their surroundings through an exploration of poetics. Students also study literature, culture and history of the region, as well as Czech language.

After an initial orientation period, students begin the core classes. In addition to the academic course work, there are opportunities for students to engage with the local culture through independent study, field trips and cross-cultural performances.

Students live in flats and dormitories near the Old Town area and are provided with meals to be used in town.

Cost includes tuition (15 credit hours), room and board, visa, field trips and in-country transportation and learning expenses. Airfare is separate and is negotiated annually.

Required Courses
REL 300 Religious & Philosophical Foundations of India

ANT 272 India Cultural and Historical Studies

ANT 204 South Indian Art (History)

REL 282 Contemplative Practice (Yoga and Meditation)

REL 381 Sacred Sounds of Sanskrit

TOTAL CREDITS 15

TOTAL CREDITS 15

SOUTH INDIA
Sealing the Sacred
Fall Semester Only

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

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

The program is based in Mysore, Karnataka State, a charming, relaxing city with a comfortable climate. Mysore is a hub of art and scholarship, offering students opportunities to learn from ancient wisdom and modern paradigms. Many important cultural and historical sites in South India are accessible as short trips from Mysore. The study of arts and culture in Mysore culminates in the traditional Dasara Festival and the annual Karnataka Music Festival. Mid-way through the semesters students embark on a one-week pilgrimage to traditional Hindu sites in the neighboring state of Tamil Nadu.

Near the end of the semester students undertake a three-week independent study project in the 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 (15 credit hours), room and board, field trips, festivals and in-country transportation expenses. Students are responsible for the costs of Indian student visas. Airfare is separate and is negotiated annually.

Required Courses
REL 300 Religious & Philosophical Foundations of India

ANT 272 India Cultural and Historical Studies

ANT 204 South Indian Art (History)

REL 282 Contemplative Practice (Yoga and Meditation)

REL 381 Sacred Sounds of Sanskrit

TOTAL CREDITS 15

TOTAL CREDITS 15
BALI, INDONESIA

Arts and Spirituality

Spring Semester Only

Naropa’s Bali program emphasizes the study and experience of the rich, inter-melodious relationship 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 ancient 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 gamut of gamelan orchestras and unusual opportunities for in-depth study of the Balinese arts.

The three-week program offers 15 credits, with academic classes, musication, language, music and art electives. The program is enriched with field trips throughout the island, village stays, community gatherings, temple ceremonies, performances and festivals. The first part of the semester is a 3-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

ANT 273 Arts and Culture of Bali (4)
POL 226 Balinese Gamelan: Orchestral Bali (2)
REL 281 Meditation Practicum Bali (1)
REL 286 Indonesian Language I (2)
ANT 310 Independent Research Bali (3)

Choose one of the following electives:

ANT 328 Balinese Painting (3)
ART 310 Balinese Text (3)
ART 312 Balinese Mask Making (3)
DAN 322 Balinese Dance (3)

TOTAL CREDITS 15

SCHOOL OF EXTENDED STUDIES

Assistant Vice President for Academic Affairs: Peter Claffehuen
Managing Director, Events Coordination: Joe Castrillo
Managing Director, Programming: Charlotte Rottemden
Director of Online Curriculum Development: Jina Hadi

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.

The School’s Professional Centers offer training in business management, microfinance, end of life care giving, wilderness therapy, play therapy, authentic movement and more. Extended Studies community courses are offered year-round in the Bali, spring and summer.

Programs 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. Some courses are offered for continuing education credits (CEUs) through the National Board of Certified Counselors and the Association for Social Workers.

Recent program highlights include:

- Annual Microfinance Training Program
- Spiritual End of Life Care Training in co-sponsorship with RIGPA, Spirituality Care Program, directed by Rietvand, and taught by Christine Longaker, Kirsten D’Amato and others (an online, low-residency program)
- Authentic Leadership Certificate Program Featuring Awareness, Emotional Intelligence and Affective Action in Organizations, offered in conjunction with Naropa Center for Business and Economics, directed by Susan Seidel (an online, low-residency program)
- Training Program in Authentic Movement, offered through the Naropa Center for Authentic Movement and directed by Zoll Austrich
- Play Therapy Training Program to become a Registered Play Therapist
- Wilderness Therapy Training, directed by Rob Metz
- Recent and upcoming visiting teachers presenting workshops and intensives include: Thich Nhat Hanh, Alice Walker, Segal, Ropoque, Joan Halifax, Reith, Ray, Robert Sheehan, Stanislav Grof, Sally: Swarowski, Jon Borvinska, Enid Darnell, Sue Soudah, Some, Father Thomas Keating, Claudio Narayana, Stavish, Paul Ray, Jean Houston, David Whyte, Joseph Goldstein, Sylvia Boorstein and more.

Conferences

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

- Contemplative End of Life and Eldercare Conference (May 2003 in Boulder CO; May 2004 in Garrison, NY)
- Wilderness Therapy Symposium (September 2003, 2004)
- First Annual Sustainable Resources Conference, in cooperation with Engineers without Borders and Sustainable/3 (October 2003)
- The Annual Spirituality in Education Conference (beginning in 1997)
- The Spiritual Adventure: Bringing Heart and Wisdom into Everyday Life (2001)
- The Sacred Rhythms of Creativity: Annual Transpersonal Psychology Conference (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)

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