Join the Dialogue...

During the coming year, as we explore what Contemplative Education means, we invite you to share your thoughts at Share@Naropa.edu.

Course Catalog

5/06

Naropa University
## FALL SEMESTER 2005

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<td>September 16</td>
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<td>September 30</td>
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<td>Preferred Deadline to Apply for Financial Aid for Spring (only if you didn't apply for fall aid) for All Students, including International Students</td>
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<td>Community Practice Day (no classes, offices closed)</td>
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<td>Required Spring Registration Begins for Returning Students</td>
<td>November 7</td>
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<tr>
<td>Thanksgiving Holiday (no classes, offices closed)</td>
<td>November 24-27</td>
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<td>Make Up Day for Labor Day: All classes held unless otherwise noted.</td>
<td>December 5</td>
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<td>Winter Break</td>
<td>Dec 10-Jan 16</td>
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<td>All Campuses Closed</td>
<td>Dec 24-Jan 1</td>
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<td>Last Day for All Students to Pay Tuition &amp; Fees</td>
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<td>First Day to Pick Up Cash Exchange Checks (New Students)</td>
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<tr>
<td>Last Day to Withdraw from Courses*</td>
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<td>Memorial Day Weekend (no classes, offices closed)</td>
<td>May 27-29</td>
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<td>Independence Day Holiday (no classes, offices closed except SWP)</td>
<td>July 4</td>
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<tr>
<td>All Summer Grades Due</td>
<td>July 24</td>
<td></td>
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<tr>
<td>*Most summer classes are on an alternate schedule. Check course schedule.</td>
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## INTERSESSION

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<tr>
<td>no classes</td>
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Buildings are open for shortened hours during breaks & holiday weekends. Please see www.naropa.edu/faculty/buildinghours.html for specific hours.
Course Catalog

Please direct all admissions-related correspondence to:

The Office of Admissions
Naropa University
2130 Arapahoe Avenue
Boulder, Colorado 80302-6697
303-444-0202; 1-800-772-6951
www.naropa.edu

This catalog is for information only and does not constitute a contract; Naropa University reserves the right to change the provisions of this catalog, including course offerings, fees and calendar. The information presented in this catalog is correct as of July 2005. Please contact the Admissions Office for the most up-to-date information.

Naropa University is accredited by the North Central Association of Colleges and Schools.
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Catalog Photos by Leila Balkova, Liza Sawyer and Jim Barbour.
ACADEMIC DEGREE PROGRAMS

Bachelor of Arts
With majors in:
- Contemplative Psychology
  - Body Psychology
  - Contemplative Spirituality and Western Psychology
  - Expressive Arts and Well-Being
  - Psychology of Health and Healing
  - Transpersonal and Humanistic Psychology
- Early Childhood Education
- Environmental Studies
- Interdisciplinary Studies
- Music
- Religious Studies
- Traditional Eastern Arts
- Visual Arts
- Writing and Literature

With minors in:
- Contemplative Education
- Contemplative Psychology
- Dance
- Early Childhood Education
- Ecology and Systems Science
- Ecopsychology
- Environmental History & Social Justice
- Environmental Studies
- Environmental Sustainability
- Horticulture
- Music
- Performance
- Religious Studies
- Sanskrit
- Tibetan
- Traditional Eastern Arts
- Visual Arts
- Writing and Literature

Bachelor of Fine Arts
Performance

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

Master of Arts
- Contemplative Education (low-residency program)
- Environmental Leadership
- Indo-Tibetan Buddhism
- Indo-Tibetan Buddhism with Language
- Psychology: Contemplative Psychotherapy
- Religious Studies
- Religious Studies with Language
- Somatic Psychology
  - Body Psychotherapy
  - Dance Movement Therapy
- Transpersonal Counseling Psychology
  - Art Therapy
  - Counseling Psychology
  - 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: Lecoq Based Actor Crested Theater (London Program)

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 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!

[Signature]

Thomas B. Coburn
President, Naropa University
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 uncovers wisdom and heart;

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

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

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

6. To be nonsectarian and open to all.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. To be non-sectarian and open to all.

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

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

Thirty Years of Contemplative Education

In 2004, Naropa University celebrated 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;
- creates the ground for exploring one's whole being on the deepest, intuitive levels while pursuing rigorous academic study and whose fruition 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 comprises a mix of approximately 1,219 undergraduate and graduate students from 47 states and 27 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 7:1, and an average class size is eleven students. Naropa is the first choice of 95 percent of undergraduate students and of 94 percent of graduate students.

In the words of one Naropa student:

"You become so engaged in learning that the distinction breaks down between your personal life and your education. Naropa isn't just teaching you how to be a therapist or a writer; it teaches you how to be a human being, and that can be very hard sometimes."

Naropa Faculty

Naropa faculty members are dedicated to teaching, learning, research and Naropa's mission of contemplative education. They share an interest in, and experience of, contemplative practice that helps to create and sustain the educational environment important to the university. The faculty's wide-ranging and recognized professional experience contributes a sense of immediacy and relevancy to the classroom. In addition to the core faculty, almost 200 adjunct faculty teach at the university.

A Naropa Education

The Naropa curriculum integrates academic, artistic and traditional practices for training in awareness to help students cultivate understanding of themselves, their field of study and the world. As a result, Naropa students are better prepared for the constant challenges and rapid change of modern society.

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

As described by one of Naropa's founding faculty:

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

16 About Naropa
Diversity and Pluralism

Naropa University has a strong commitment to diversity education in all of its forms. Recent activities include the work of the multi-constituency Diversity Task Force, which completed drafting a university policy on cultural appropriation in the fall of 2003. That policy was reviewed and endorsed by the faculty and became university policy in the summer of 2004. A consultant’s review of Naropa’s history of diversity work in the spring of 2004 produced a series of recommendations. Foremost among these was the establishment of the Diversity Leadership Network, whose purpose is to improve communication between and integrate the different diversity groups and initiatives on campus. This network is now in place. In addition, it was recommended that Naropa increase the staffing devoted to diversity work. As a result, effective in the fall of 2005, Naropa will employ a full-time student life diversity coordinator, whose focus will be primarily on working with students, and an associate vice president for academic affairs, who will serve as the chief diversity officer in the context of working on faculty and curricular development and assessment.

Priscilla Inkinen, associate dean of students, is also assigned the role of diversity affairs student advocate. 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 advocate for student concerns and ideas about any pluralistic issue, including religious diversity.

Robert Cilio, dean of students, is campus ombudsperson, 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 all ADA issues, concerns and accommodations.

Naropa Campuses

The university is located on three campuses in the city of Boulder, Colorado: the Arapahoe campus on 3.7 acres in central Boulder; the Paramita campus at 30th Street in north Boulder; and the Nalanda campus in east Boulder. The Arapahoe campus and surrounding grounds include a performing arts center, a meditation hall, classrooms, faculty and administrative offices, Naropa Bookstore and the Allen Ginsberg Library. The Paramita campus houses three graduate departments (Transpersonal Counseling Psychology, Somatic Psychology and Psychology: Contemplative Psychotherapy). The Nalanda campus is the center for the performing and visual arts. The campus houses the Bachelor of Fine Arts program, art studios for Visual Arts and the TCP Art Therapy program and an events center for Extended Studies and Naropa community events. Naropa’s branch campus, located in Oakland, California, houses the Master of Liberal Arts degree in Creation Spirituality.

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

Naropa’s History

Naropa was founded in 1974 by Chögyam Trungpa, Rinpoche, a lineage holder of the Kagyu and Nyingma Buddhist traditions. A scholar and artist as well as meditation master, Trungpa Rinpoche has become 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 scholastic and artistic disciplines.

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

The university takes its name from Naropa, the eleventh-century abbot of Nalanda University and a great Buddhist scholar, teacher and practitioner. He was renowned for bringing together scholarly wisdom and meditative insight.

The Naropa Seal

The seal was designed by Naropa’s founder, Trungpa Rinpoche. Its key aspects are the Naropa motto contained on the ribbon at the base of the seal, the wheel of dharma at the center and the flames surrounding the seal.

Motto: prajna gorbho, Sanskrit words written in Tibetan meaning womb of wisdom, or place where wisdom is nurtured. The connotation suggests greater insight independent of the accumulation of facts and information.

Wheel of Dharma: wheel of the teachings. At the center is the circle of joy symbolizing the transformation of the three poisons of passion, aggression and ignorance into the three wisdoms of appreciation, clear seeing and openness.

Flames: create a mandala and boundary in which learning involves unconditional commitment without personal agendas.
Undergraduate Admissions
In keeping with the philosophy of contemplative education, Naropa University values and seeks to foster an individual's aspiration to contribute to the world with understanding and compassion. The Admissions Committee considers inquisitiveness and engagement with the world as well as previous academic achievement when making admission decisions. A student's essays, interview and letters of recommendation play important roles in the admissions process.

Suggested Deadlines and Dates
Naropa University uses a suggested deadline as the initial deadline for receiving completed applications. Any applications received after the suggested deadline will be reviewed by the Admissions Committee if space is available. Consequently, early application is encouraged. To see if spaces are open after the suggested deadline, please call the Admissions Office. All new and transfer students may apply for either the fall or spring semester. (Spring admission to the BFA is for transfer students with dance or theater experience only).

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

Dates
• January 15 for fall semester admission
• October 15 for spring semester admission

Application Requirements
1. Parts A and B of application form.
2. A $50 non-refundable fee in the form of a check or money order, payable to Naropa University. Applicant's name and Social Security number must be clearly indicated on the check.
3. Part C—Three Essays (all must be typed and double-spaced).
4. Official high school transcript for first-time freshman and freshman transfer applicants (0 to 30 credits).
5. Official copy of a GED (if no high school diploma), which must be accompanied by a high school transcript (see #4).
6. Official college transcripts for every university attended (must be sent in a sealed envelope from the registrar).
7. Test Scores: Original score reports for the ACT and/or SAT tests are optional but recommended. Naropa University's ACT code is 4853; SAT code is 0908.
8. Letters of Recommendation: One from a teacher and one from another teacher or someone who knows the applicant well other than a family member. These must be on the forms provided.
9. Transfer and BFA Students: Supplemental applications are required for the following programs: BFA in Performance, Interdisciplinary Studies, Music, Visual Arts and Writing and Literature. Course work is recommended for Environmental Studies. Supplemental applications are available online or through the Admissions Office's departmental fact sheets.
10. A phone or in-person interview is required for all programs with the exception of Writing and Literature.
11. Photo (optional).
12. Submission of creative work—poetry, art slides, music (optional).

Naropa University is a member of the Common Application (www.commonapp.org). One supplement to the application is required and may be found at www.naropa.edu/admissions/commonappsupp.pdf.

Transfer Students
Students who have completed 45 to 60 semester credits or more are eligible to apply directly to a Bachelor of Arts major. Of the 120 total semester credit hours required for a bachelor's degree, at least 60 must be taken at Naropa University. Residency is required in the first semester.

Establishing Transfer Credits
College-level courses completed at regionally accredited institutions of higher education with a grade of at least "C" may be counted toward transfer credit. A maximum of 60 credits will be accepted. Pass, credit and satisfactory grades are not accepted unless the transcript states it is equal to a "C" or that the course was offered for pass/fail only. A maximum of 30 technical or vocational credits will be accepted. No physical education credits will be accepted unless they resemble courses offered at Naropa.
No contemplative practice credits will be accepted. Naropa does not award transfer credit for remedial courses taken in college. Once credit has been transferred, it cannot be removed from the student record.

Categories 1 and 2 describe ways of earning transfer credit for learning completed outside the traditional college classroom. A maximum of 30 semester credits may be earned through a combination of the following alternative transfer possibilities:

1. **College Level Examination Program**
   The College Level Examination Program (CLEP) is a national program administered by The College Board to measure college-level learning completed outside the traditional college classroom. Naropa University grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college course work, using the minimum passing score recommended by the American Council on Education.

   For more information about the College Level Examination Program, including a list of exams, exam centers and registration information, please write to The College Board, CLEP, CN 6601, Princeton, NJ 08541-6601.

2. **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 credits and how it applies toward the college core requirements. Upon arrival at Naropa, new students should meet with their advisors to approve the transcript evaluation. Students have only one semester at Naropa to make any changes to this document. This includes any 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 reserve a space in the program. This deposit may 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 and is accepted/denied on a case-by-case basis. Reasons for an acceptance of deferral would include traveling, service/volunteer work, family situations, timing, etc.

1. Students must put their request for deferral in writing.
2. If denied, the student may reapply at another time.
3. If approved, the student may not attend another college in the time off and must pay the 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 statuses.
5. Students who have already paid their deposit must forfeit the $250 and move back to an ACCEPTED status.

**Certificate Programs**
Students who have completed at least 60 semester credits are eligible to apply for one of the many certificate programs, which are available in every BA department except Environmental Studies, Interdisciplinary Studies, Performing Arts and Writing and Literature. These programs enable students to intensively study subjects offered at the undergraduate level without having to meet the 60-semester-credit residency, general education or contemplative arts requirements. The certificate program requires one year of study (30 semester credits). At least 12 semester credit hours must be taken in the field in which the certificate will be awarded. Certificate programs are awarded at the discretion of individual academic departments. Financial aid may be available. Please call the Office of Admissions for more information.

**Changing a Major or Program**
**Declaring a Major (moving from Naropa core to an upper-division major)**
Students who have satisfactorily completed a total of 45 lower-division credits are eligible to declare a major. To best prepare for the major declaration process, students should meet with their advisor throughout their first two years at Naropa in order to gain advice on how to complete graduation requirements and fulfill any prerequisites needed to enter the major of their choice. To view major prerequisites, please consult the following pages of this catalog.

**From One BA Major to Another**
Students who wish to change from one BA major to another must fill out an "Application to Declare a Major" form (available outside the Student Administrative Services Office). The student's current program advisor and new department major chair or administrative director must sign this form. Completed forms must be submitted to the Student Administrative Services Office. This process must be completed at least one full semester before a student's graduation date or the student may not have time to fulfill requirements for graduation.
From a Certificate to a BA Program
Students who wish to change from a certificate to a BA program must have their admissions application reviewed. Additional materials may be required. Contact the Admissions Office for more details.

From a BA to a Certificate Program
Students who wish to change from a BA to a certificate program must fill out an “Application to Declare a Major” form (available outside the SAS Office). The student’s current advisor and prospective department chair or administrative director must sign this form. Completed forms must be submitted to the Student Administrative Services Office at least one full semester before graduation to ensure all requirements are met.

From a Visiting Student to Degree Student
A visiting student may apply to become a degree-seeking student at Naropa after spending a semester or year as a visiting student. Application materials from the previous application may be used and no additional fee is required. If a student has 45 credits or more, the student must complete any supplemental application materials required by the department. Admission is not guaranteed. If accepted, the student needs to pay another $250 deposit.

Double Majors
Students who declare a double major need not declare a minor.

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 world with understanding and compassion. The academic departments’ admissions committees consider inquisitiveness and engagement with the world as well as previous academic achievement when making acceptance decisions. A student’s Statement of Interest, interview, letters of recommendation and supplemental application materials play important roles in the admissions process. GRE scores are not required.

It is highly recommended that applicants submit a completed application before or by the suggested deadline; applications received after this date are considered on a space-available basis. Consequently, we encourage early application. To see if spaces are open after the suggested deadline, please check the Admissions page online or call the Admissions Office.

Suggested Deadlines and Dates
- January 15 for summer semester admission (MFA Writing & Poetics, MFA Creative Writing, MA Contemplative Education, MA Transpersonal Psychology with or without the concentration in Ecopsychology)
- January 15 for fall semester admission
- October 15 for spring semester admission (MFA Writing & Poetics and MFA Creative Writing only)

The MLA in Creation Spirituality in Oakland, California, admits students for both fall and spring semesters. Please contact the Admissions Office in Oakland for more details: 510-835-0564, ext. 19.

Establishing Transfer Credits
Naropa University’s graduate programs may accept up to 6 semester units of transfer credit from other universities. This is not an automatic policy; approval of transfer credit is at the discretion of each department. Decisions will be made on a case-by-case basis. Credits must have been earned within five years of application to Naropa and must carry the grade of “B” or better. No Pass (P), Credit (CR) or Satisfactory (S) work will be accepted. Credits must come from a regionally accredited college (international on a case-by-case basis) and no credit will be awarded for contemplative practice courses.

Graduate Admission Requirements
A bachelor’s degree from a regionally accredited institution is required for admission to all graduate programs.

A completed graduate application consists of the following:
1. Completed application form;
2. $60 fee;
3. Three-to-five-page typed, double-spaced Statement of Interest;
4. Resume;
5. Three letters of recommendation (all must be on the forms provided, must not be older than twelve months and may not be from family members);
6. Official transcripts of all previous college-level study that reflect the completion of a bachelor’s degree, sent directly to Naropa’s Admissions Office from the registrar of previous institutions or in a sealed envelope with the application;
7. Supplemental application materials required by specific departments or programs;
8. Proof of prerequisites as may be required by specific departments or programs;
9. Manuscripts and portfolios as may be required by specific departments.
10. Auditions as may be required by specific departments.

See program descriptions for information on supplemental requirements.

The Office of Admissions strongly recommends that applicants submit one envelope containing all of the elements of a complete application (including the letters of
recommendation and the sealed official transcripts) by the suggested deadline.

Applications will be reviewed once the Admissions Office receives all of the aforementioned materials. For many programs, selected applicants are required to come to the university for an interview. If international applicants are invited for an in-person interview, they are strongly urged to come to campus; however, a telephone interview may occasionally be substituted. If an international applicant is granted a phone interview, the phone call will be at the expense of the applicant.

Additionally, each degree program may require additional information or materials from applicants. See the specific department information for its admission requirements.

**Tuition Deposit**

Once a student is accepted, a non-refundable, non-transferable deposit of $250 must be paid by April 15 to reserve a space in the program. This deposit is returned to an enrolled student either upon graduation or upon official withdrawal from the university. See the “Financial Aid” section for more information on official withdrawals.

**Deferral Policy**

Applicants may defer their acceptance for up to one year at any point in the application process by notifying the Admissions Office in writing. Those graduate applicants who have already been accepted into a graduate program or who have made a confirmation deposit to enroll in a graduate program may defer their application, but they will lose their accepted status and, if paid, their confirmation deposit. Academic departments will review the application and potentially re-interview the applicant for admission the following year. Additional application materials may be required.

**Moving from One Graduate Program to Another**

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

If a student is applying to a different program within the same department (from Art Therapy to Counseling Psychology), the student should not go through the Admissions Office. The student must instead fill out a "Change of Major" form available outside of SAS and see the department chair for internal procedures.

**International Student Admissions**

International students are a valued part of the Naropa community and are encouraged to apply. The university currently has thirty-seven international students representing twenty-seven countries.

The application process for international students includes those procedures previously outlined for domestic undergraduate and graduate students: application fee, statement of interest, transcripts, recommendation letters, résumé (for graduate students) and any departmental supplemental materials must be included.

In addition, international students whose native languages do not include English must submit the Test of English as a Foreign Language (TOEFL) or other evidence of English proficiency. A minimum score of 213 or better on the TOEFL for undergraduate students or a 250 or better for graduate students is required. Applicants should request that scores be sent directly to Naropa University (school code: 3342).

All records of secondary and postsecondary education, including grades earned in each subject, must be translated into English and evaluated before being submitted with the other application materials. Independent evaluators generally cost $50 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 for financial resources for the first academic year (nine months). For low-residency programs, documentation for 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, a letter of support accompanied by a bank statement from a financial sponsor and/or a letter from a government or private foundation that is providing support stating the amount of aid. Forms are available in the Admissions Office. For the academic year 2005/06 in-residence students must show proof of $28,500. For 2006/07, they must show proof of $29,500.

**Dependants**

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; $4,000 for each child); first and last name, birth date; country of birth and country or 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 currency drawn on an international bank

International students who have met all conditions for admission and have been issued an I-20 may use it to apply for an F-1 student visa at a U.S. consulate in their home country. International students must attend courses full time and remain in good academic standing. Full time is defined as 9 credits per fall and spring semester for graduate-level students, and 12 credits per semester for undergraduate-level students.

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

Employment
International students on F-1 or J-1 visas may be employed on campus. Under certain conditions they may do practical training off campus related to or required by their academic programs.

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 2 p.m. at the Arapahoe campus, on Monday, Wednesday and Friday at 3:30 p.m. at the Paramita campus and on Tuesday and Thursday at 3:30 p.m. at the Nalanda campus, as long as the university is open.

The Paramita and Nalanda campus tours do require reservations and a minimum of twenty-four hours advance notice. Informational sessions with admissions counselors as well as class observations are also available. Please contact the visitation coordinator directly at 303-546-3548 for further details.

For more information about admissions procedures, visiting the university or specific academic programs, please contact Admissions Office, Naropa University, 2130 Arapahoe Avenue, Boulder, Colorado 80302-6697, or phone 303-546-3572 or 1-800-772-6951 if outside of the 303 area code.
OTHER WAYS OF ATTENDING NAROPA UNIVERSITY

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 open to visiting students are limited.)

Part-Time, Non-Degree Student
The part-time, non-degree student program allows people to take Naropa classes for credit as a non-matriculated student. Part-time, non-degree students need not apply through the Admissions Office. Students at part-time status may register for 0.5 to 11.5 undergraduate credits per semester or 0.5 to 8.5 graduate credits per semester. Those wishing to take more than this amount must apply through the Visiting Student Program. They should contact the Registrar's Office at 303-546-3500 for information and to register. Courses are only open to the public on a space-available basis, and not all courses are designated as open to the public.

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 the department chair via the admissions director. Not all courses are open to this program.

Extended Studies
Each semester, Naropa Extended Studies offers workshops, classes, lectures, conferences, online courses and professional development programs open to the community, and also offers selected graduate and undergraduate courses at a reduced tuition rate if not taken for credit.

There is no admissions process for those wishing to pursue non-degree study at the university. Students taking classes on a non-credit basis are not entitled to course work evaluation or transcript services, because non-credit courses are not graded. Call 303-245-4800 or 1-800-603-3117 to request a free copy of the current Extended Studies catalog, which contains complete registration instructions.

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. The dynamic online learning communities utilize the latest available technology to allow students to complete course material with a minimum of technological needs. Students interact with other students and the instructor through a variety of means, including message boards, a journal feature, chat rooms and a document-sharing page. 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; students progress with the instructor and other students throughout the traditional semester dates. Graduate and undergraduate level classes are available. Students should expect to spend between six and ten hours a week during the semester to complete each class. Visit Naropa's online campus at www.naropa.edu/distance for more details.

- Students who would like information about pursuing a low-residency degree at Naropa may call 303-546-3572 or 1-800-772-6951 (outside of 303 area code) or email an admissions counselor at admissions@naropa.edu.
- Students who would like to take an online course and have registration questions may call 303-245-4657 or email the registration coordinator at registrar@ecampus.naropa.edu.
- Students who have genuine questions about online learning may call 303-245-4702 or email inquiry@ecampus.naropa.edu, with "Naropa Distance Learning Inquiry" in the subject line.
- With technical questions, students should first visit the technical requirements page, accessible from Naropa's online campus homepage. With further questions, they should contact the 24-hour technical support help desk by phone at 303-873-0005 or email helpdesk@ecampus.naropa.edu.
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;
- is geared to self-exploration;
- nurtures a way of being in the world that is invaluable;
- provides spiritual groundedness to social activism;
- offers the potential to integrate a spiritual path into one’s livelihood;
- 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.

Community 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 are offered throughout the day, such as Japanese tea ceremony, t’ai-chi ch’uan, Christian labyrinth, ikebana (Japanese flower arranging), pagan ceremony, Christian contemplative liturgy and Mudra Space Awareness practice. Also, there are often panel discussions, departmental lunches and community service projects in the afternoon.

Meditation Halls and Maitri Rooms

The university houses meditation halls for sitting meditation available to students, faculty, staff and visitors whenever the Lincoln Building and the Paramita campus are open. Each year, some degree programs hold practice intensives in the meditation halls, during which other community members may participate to the extent that they wish.

Chögyam Trungpa, Rinpoche, the university’s founder, and Shunryu Suzuki Roshi, of the San Francisco Zen Center, developed a distinctive practice called Maitri Space Awareness, which helps practitioners develop greater awareness of the five qualities described in the mission statement. This practice requires training in special postures in specially designed rooms. These five custom-built maitri rooms are available to participants in the maitri courses offered through the 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, trustees and alumni that uncovers 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, yet 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, "Community doesn't just appear spontaneously. We each need to work at it, pursue it, create it. If you feel there's not enough expression, then you must express! 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 menu of student activities in which they can participate to create community with other like-minded individuals. Town Hall meetings provide a forum for broader community sharing and exchange.

**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 staff academic committees, as well as the SUN Core 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 new group. For more information contact Student Affairs.

**Town Hall Meetings**

Several times a semester, 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 their experiences at Naropa University. This is a chance to share new ideas and suggestions and come to know and appreciate one another, person to person. These gatherings offer community members a chance to reflect, to listen to each other and to reconnect with each other's shared purpose for being at Naropa. Town Halls also support Naropa University's mission to cultivate openness, communication and a caring community.

**Student Activities and Recreation**

The Office of Student Affairs and the Student Union of Naropa University (SUN) coordinate activities such as on-campus dances and coffeehouses, local hiking and biking excursions and multiple opportunities to socialize within the Naropa community. Both offices provide logistical and budget support to student groups. Student Affairs has Frisbees and Hady sacks to check out and enjoy on campus. Bicycles are available through the Transportation Office. Outside Magazine rated Boulder as one of the top ten desirable cities to live in for exercise and sports opportunities. According to Boulder's bicycle coordinator, there are more bikes here than cars! Boulder also has three recreation centers as well as mountain parks available to city residents.

**Student Performances**

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

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

**Student Groups**

Student groups at Naropa University reflect current student interests and concerns. They can range from an academic to volunteer focus, to the purely recreational, and can include publications, support and service groups. The student union, SUN, states that its mission is to "come together to cultivate community, compassion and a collective consciousness that will empower students to create an ideal university experience." SUN, in conjunction with Student Affairs, provides logistical support to these groups.

SUN has working subcommittees:

- **Academic Committee** advocates for student concerns about academics at Naropa, including academic standards, student class evaluations, etc.
- **Allies in Action** engages in education, advocacy and activism around student concerns about diversity issues at Naropa.
- **Ethics Committee** probes and advocates for ways in which Naropa could be "walking its talk" with more integrity.
- **Sustainability Committee** works to raise awareness and to help Naropa become closer to sustainability on campus.

Listed below are some of the groups that have been active in the last year:

- An Ceithre Gaoithe (Celtic Group)
- A'TONO (Latino/a Group)
- Art of Living Group
- Bombay Gin (student literary journal)
- El Centro de la Gente Committee (multicultural center)
- Dances of Universal Peace Group
- Dharma Artists Collective
- Garuda Theatre
- Gay Lesbian Bisexual Transgendered Queer Group
- International Students' Group
Naropa Student Resources
Naropa students have a rich repository of resources available to them as part of their educational journey. Many of these resources are offered under the aegis of the Office of Student Affairs. Others are university educational and facilities resources available on campus. There are also a wide range of community resources offered by virtue of Naropa’s Boulder location. The city of Boulder is a unique community whose name has become synonymous with excellence, thoughtful planning, concern for the environment and respect for the opinion of individual citizens.

Office of Student Affairs Resources
The Office of Student Affairs promotes a holistic approach to the education of the student by viewing learning as a key element of its mission working in collaboration with the academic side of the university to this end. This office includes in its mandate overseeing the general welfare and quality of life of students from their entry into the university through graduation and entry into the work world. The dean of students supervises the Office of Student Affairs and is an advocate for the student voice with college staff and faculty on all policy issues and other matters of concern to the student body.

Residence Hall and Apartment Housing
Given the increased number of first-year students and Naropa University’s commitment to serving its students and providing opportunities for co-curricular learning, the university has increased the housing options for new undergraduate students for the upcoming year. It is now able to house fifty-eight new students. Two options are available: Sangha House, the residence hall, and 1920 19th Street Apartment Housing.

Sangha House
Sangha House is located in the University Hill area of Boulder and is about a ten-minute bike ride from the Arapahoe campus. The hall houses thirty-four students and two resident advisors. The intention of Sangha House is to provide a supportive, living-learning community for students making their first transition away from home and to college. Thus, priority is given to first-year Naropa University undergraduate students. The house includes a computer lab with Internet service, meditation room, kitchen, living room and an art room. Each student room is single occupancy and furnished.

1920 19th Street Apartment Housing
Naropa University rents an entire apartment building about half a mile from the Arapahoe campus and close to the Boulder Food Co-Op and the Pearl Street Mall. Single and double occupancy rooms are available. The university has one staff member in residence in the apartment building with limited supervision and support services. Some programming is available as well as monthly community meetings. Rooms are furnished with a bed, dresser and desk for each student.
**Off-Campus Housing**
Students choose the living situation which best suits their needs, whether it is sharing an apartment, renting a house with a group of students or renting a room in a local family's home. Student Affairs works to provide assistance to students seeking housing and has created a housing brochure, which quickly guides students to the best resources for finding out about rentals. The housing brochure is available at www.naropa.edu/housingresources.html. Students may also contact Student Affairs for a copy. This brochure also lists websites for local newspapers, chamber of commerce, businesses that provide databases of rentals, short-term stay options and more. The Arapahoe and Paramita campuses both have housing bulletin boards adjacent to their student lounges.

**Career Counseling and Volunteer Center**
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 compassionate service to the community is an integral part of the Naropa experience. Naropa has a Volunteer Center that offers meaningful volunteer opportunities that provide students with direct work experience in the field of their studies. There are also a number of work-study jobs on and off campus for students who qualify for financial aid. Preparing for the world of work by getting experience in one's field while in school, and developing a plan for the transition to work upon graduation is supported and encouraged for all students attending Naropa.

**Disabilities Services and Learning Needs**
In compliance with the Americans with Disabilities Act and Section #504 of the Rehabilitation Act, the learning needs specialist coordinates the university's efforts to provide full access to educational, cultural and other programs sponsored by the university for any qualified student with a disability. The university is committed to providing services to assure an accessible environment for students with disabilities. The learning needs specialist will discuss concerns about disabilities and consider the obligation to provide auxiliary aids and academic adjustments for all qualified Naropa students. Students requiring further information should contact the office of the learning needs specialist at 303-245-4749.

Students with a disability must make their needs known to the learning needs specialist. Students are responsible for providing evidence of conditions that require academic adjustments or auxiliary aids for impaired sensory, manual or speaking skills.

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

Naropa's policies and procedures for 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 Center**
Naropa offers short-term counseling services for all degree-seeking students through the On-Campus Counseling Center. The director of the On-Campus Counseling Center and counseling interns are available to help students work with various issues, regain their ground, identify needs, assess the severity of their situation, provide any necessary intervention and connect them with referrals and community resources. They work with a variety of issues such as relationships, depression, anxiety, sexual orientation, gender identity, extreme moods, sex assault/incest, trauma, substance abuse, cultural/diversity issues, body image and more. The director and the counseling interns may be reached at 303-245-4697. Their main office is located in Student Affairs on the main floor in the Administration Building on the Arapahoe campus. Students may contact them for an appointment.

**Advising Resources**
**Academic Advisors**
Students can best use the resources at Naropa University when they have accurate information and responsive advisors who are willing to get the whole picture. Academic advisors are full-time, trained staff members whose primary responsibility is to meet with students. Students have the opportunity to meet with their academic advisors many times during the semester to talk about questions, challenges and successes. Advisors 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, international students represent approximately 5 percent of the student body and come to Naropa from many different countries around the globe. The international student advisor is available in the Office of International and Intercultural Education to assist students from other countries. 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. The international student advisor can be found on the second floor of the Allen Ginsberg Building.
General University Resources
Allen Ginsberg Library
The Allen Ginsberg Library's holdings include approximately 28,000 volumes in specialized areas that support Naropa's unique academic curriculum. The library also subscribes to approximately seventy-five print periodicals and has access to more than five thousand periodicals online through a variety of electronic databases. Audiovisual holdings are significant and include CDs, LPs, audiocassettes, videotapes and DVDs. There are several quality academic and public libraries in the Denver metropolitan area that Naropa students can access as a supplement to Allen Ginsberg Library's collections.

The library’s Special Collections and Archives include rare and signed books, Sanskrit and Tibetan language texts and more than six thousand audio cassette recordings of educational and cultural events covering Naropa's thirty-year history. The audiocassettes document poetry readings and lectures given by major contemporary writers as well as various conferences and special events featuring visiting religious leaders and psychologists.

The library staff provides the community with personalized services, including circulation services, reference consultation, information literacy instruction, interlibrary loan and electronic and print course reserves.

Community Studies Center and Volunteer/AmeriCorps
Community-based learning at Naropa University is an educational method 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 its emphasis on applied, experiential projects, community-based learning offers Naropa University faculty and students innovative pedagogical tools to forward the knowledge of their academic and artistic disciplines, augment student learning and educate a citizenry to perform the public work of a democracy.

The Community Studies Center supports projects, programs and classes that cultivate students' skills to attend to their inner lives as well as engage with their community and their world. Whether they enter the world of the arts, private industry, local, state or national government, 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 community-based 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 Community Studies Center also provides AmeriCorps scholarship funds for Naropa students involved in community work. Feel free to call the AmeriCorps coordinator at 303-245-4719 for more information.

Consciousness Laboratory
The Naropa University Consciousness Laboratory is a training and research facility that blends contemplative perspectives with 21st-century psychological science to increase and improve the understanding of human capacities for awareness. This facility houses two major programs of research, one on synesthesia 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. In essence, it is a studio setting for 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 disorders. Naropa University Art Therapy faculty/alumni and graduate students manage the studio, organizing and running the many ways in which this space is used and offering their service as art mentors. Respect for cultural, ethnic, gender and spiritual diversity is a founding principal 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's goal is to be an effective resource for all members of the Naropa community (students, staff, faculty, alumni) by providing a respectful, collaborative and engaged learning environment for writers of all skill levels. Staffed by trained graduate students with extensive writing experience, the NWC can assist at any stage of the writing process from brainstorming and organizing to revising and documenting, staff 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 service with appointments that start on the hour and on the half-hour for twenty-five or fifty-five minutes. In addition to one-on-one consulting, the NWC also offers free writing skills workshops each semester.
Please contact the NWC for more information.
Location: Sycamore Hall
Hours: Monday through Thursday: 10 a.m. to 6 p.m.
          Friday: 10 a.m. to 2 p.m.
Phone number: 303-245-4606
Email: nwc@naropa.edu

Computer Centers
There are two computer labs for the use of the Naropa community. The main lab is located in the Administration Building basement on the Arapahoe campus. There is a smaller lab on the Paramita campus. There are currently a total of seventy-two Windows 2000 PCs, five Windows XP PCs and three Macs in the main lab, while there are twelve Windows 2000 PCs and two Macs in the Paramita lab. Both labs have laser printers and scanners available. All of the lab computers are set up for Internet access and word processing. Both labs have staffed lab assistants who are available to help students with the use of the hardware and software. In addition, there is a reading room at the Nalanda campus with a total of four Windows XP PCs for student use. There are also wireless Hot Spots located at all three campuses for notebook users with Windows 2000 or XP and a new Linksys wireless card.

Bookstore
The Naropa Campus Store stocks books, periodicals and journals, many of which are used in university courses. It offers an in-depth selection of titles in contemplative religion, psychology, environmental studies, literature and poetry. Art supplies, school supplies, stationery, snacks, ice cream, cold drinks, T-shirts and personal care items are also available. The bookstore is located on the Arapahoe campus. The hours for the store are Monday through Thursday from 10 a.m. to 5 p.m. and Fridays from 10 a.m. to 4 p.m. The store is sometimes open on weekends during special events.

Naropa Café
Housed in the center of the Arapahoe campus, the renowned Naropa Café offers wholesome, healthy gourmet meals to nourish the body as well as the spirit. The intimate café provides a wide range of mostly vegetarian, homemade dishes, desserts, pastries, chai, coffee and other beverages. The café on the Arapahoe campus is open weekdays during the fall and spring semesters from 8 a.m. to 7 p.m. Mondays through Thursdays and 8 a.m. to 4 p.m. on Fridays. It is also open during the summer for shorter hours. The café offers an abbreviated version of the standard café fare at the Paramita campus on weekdays from 8:30 a.m. to 3 p.m. and at the Nalanda campus at limited times.

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 books and journals to bulletin boards listing events and services, and computerized databases. Boulder has a strong network of agencies and services that can benefit Naropa students. The city has a reputation as a sports and fitness center and offers an array of cultural events rivaling those of larger cities. Boulder is exciting, stimulating and always entertaining, and the staff in Student Affairs can help students discover it.

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

- RTD Eco Pass. 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, the airport and the Eldora ski resort. A number of buses come directly to or near Naropa University’s different campus locations.

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

All parking lots on Arapahoe campus are restricted access and towing is enforced from 7 a.m. to 6 p.m. Monday through Friday in the spring and fall semesters, except holidays. 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. All payments are processed immediately.

If making 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 all late fees.

A billing statement will be sent to all students at least one month prior to the semester payment deadline. Payment is due the Monday before the first week of class 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 allows students to make monthly payments for tuition. The price for this service is $50 per semester. There are no interest charges. Payments will be made in four equal installments, with the first payment due the Monday before classes begin. The payment plan may be used for any portion of tuition and fees not already paid for by financial aid as long as the balance is at least $500. 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 Veterans Administration, the student must request 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 student’s account in addition to the returned check fee.

Please be aware, according to Colorado state law any NSF check that is returned as uncollectible can be turned over to the State Attorney’s Office. At that point, it will be collected at three times the amount of the check, or $100, whichever is greater. Payments should be made on any returned check as soon as the student becomes aware of the situation.

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

Graduate Tuition $615/credit hour

Undergraduate Tuition
- Full-time (12–18 credits/semester) $9250/semester
- If less than 12 credits/semester $600/credit hour
- If more than 18 credits/semester $9250 plus $600/credit for each credit over 18 credits

Audit $25/credit

Deposits
- New Student Confirmation Deposit $250 (non-refundable if the student does not matriculate)

Mandatory Fees Per Semester
- Registration Fee (For graduate students and part-time undergraduates) $250
- Summer Registration Fee $120
- RTD Bus Pass Fee (on-campus students) $33
- Summer if registered or requested $18
(subject to change by RTD)

Note: All full-time undergraduates are required to carry health insurance. Full-time undergraduates will be charged for health insurance unless they can prove coverage under an existing policy and sign a waiver form available in their orientation packet.

Late Fees
- Late Application For Graduation $15
- Late Graduation Clearance Form $45
- Tuition Payment Late Fee $50
(+ 18% interest, compounded daily)

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

Transcript Fees
- Unofficial Transcripts $1
- Official Transcripts $5
- Change to Fax Transcripts $3
(if in addition to transcript fee)
- 24-hour Service (in addition to transcript fee) $10
- Overnight Express Delivery (Per FedEx cost) $30
- Replacement Diploma $30

Special Fees
- Some classes have special fees. Please consult the course schedule at www.naropa.edu/registrar;

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 drop or withdraw, according to the policies and procedures printed in this catalog from courses or workshops for which the student has registered or preregistered, the student will receive the grade of "P" and is liable for full 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 hold will not be removed until the check clears, which may take up to two weeks to confirm.
3. A $50 late fee and an annual 18 percent interest rate will be charged for outstanding balances from the due date until they are paid in full.
4. Balances over sixty days old may be sent to a collection agency.
5. In case of default, the student is responsible for all costs of collections, including but not limited to reasonable attorney's fees, costs of litigation and collections agency fees.
6. If tuition is not paid by the due date, a student may be disenrolled from classes.

Refund Procedures
Refund for a Dropped Course or Workshop
The tuition cashier will confirm the student's registration and reconcile the financial account to determine if a refund is due. If a refund is due, a check will be cut and held in the Office of Student Administrative Services to be picked up by the Student. At least one week after the end of the drop/add period should be allowed for the check to be cut.

Cash Exchange and Refund Check Writing Policy
Once a credit balance occurs on a student's account, a check will be cut and will be available in the Office of Student Administrative Services the following Thursday or the Thursday after that. An exception to this is that dropped courses or overpayments at the beginning of a semester will not be available until the add/drop period is over.

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.
University-funded financial aid programs, in coordination with federal financial aid programs, provide assistance to students enrolled in Naropa's degree programs. Approximately 70 percent of Naropa degree students receive financial assistance in the form of loans, student employment, scholarships and grants.

Institutional Scholarships for Degree Students
All Naropa scholarships are need-based and are open to international students unless stated otherwise. Applicants for scholarships listed in this section must, unless otherwise indicated, 1) apply for financial aid by completing either the Free Application for Federal Student Aid (FAFSA) or the International Student Financial Aid Application, if applicable, by March 1; 2) have a completed admissions application on file for one of the university's degree programs; and 3) submit scholarship application materials according to the requirements listed below for the specific scholarship to which the student is applying. Scholarship applications are due April 1, and awards are announced in early May, unless otherwise indicated.

General Scholarships/Grants for Undergraduate Students
Daniels Opportunity Awards
Daniels Opportunity Awards are awarded to ten new undergraduate students who enter during the spring or fall semesters of 2006 and who will be either transferring from a two-year college or entering Naropa as adult learners (age 25 or over). All recipients 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 moral character as well as a commitment to serve their community. The amount of the award 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.

W.E.B. DuBois Scholarship
Awarded to one incoming or returning graduate or undergraduate, student of color per year; this scholarship is available only to U.S. citizens and permanent residents. The award amount is approximately $1,250 and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation (incoming students may use their letter of recommendation included in the admissions application) and an essay (one to two pages) describing current and past involvement with communities of color, and how the student plans to continue involvement with communities of color. Applications may be submitted to the Financial Aid Office and will be reviewed by a committee. Students applying for this scholarship must have at least a 3.0 cumulative GPA (for undergraduate students) or a 3.5 (for graduate students). Finalists will be interviewed by the scholarship committee. Interviews may be conducted either in person or via phone.

Federal PELL Grant
This is a federal need-based grant for which students may be awarded anywhere from $400 to $4,050 for the academic year.

Federal Supplemental Educational Opportunity Grant (SEOG)
This is a small federal grant program. Awards range from approximately $500 to $1,000 per year and are made to a limited number of extremely needy applicants.

Naropa Scholarships for Entering Students
Available to undergraduate and graduate students, Naropa scholarships are awarded to a limited number of entering, full-time students in all programs. The award amount ranges from $500 to $7,000 per year. Awards are based on evidence of special talents, knowledge, work or community service experience that the student will bring to Naropa University. Decisions are based on the student's admissions application. A student must be accepted into a program before being considered for this scholarship. The scholarship is renewable, but subject to review of financial need and GPA. Undergraduates must maintain a cumulative GPA of at least 3.0, and graduates must maintain a cumulative GPA of at least 3.5 to retain academic eligibility for the scholarship.
Naropa University Grant
Naropa University Grants are awarded to full-time, degree-seeking undergraduate students with high financial need. The award amount ranges from $1,000 to $11,000. The Naropa University Grant is a university-funded grant program.

The Presidential Scholarship
The Presidential Scholarship is awarded to outstanding degree-seeking undergraduates who have completed at least one full semester and will have completed at least two semesters by May. Applicants must be at least half-time (minimum 6 credits) for at least one semester during the award year. Students must have a GPA of 3.0 or higher. Recipients of a Naropa Scholarship for Entering Students and former recipients of the Presidential Scholarship will not be eligible for the Presidential Scholarship. Awards will be based on departmental recommendations combined with evidence of financial need. Eligible, nominated students will be invited to apply. Recipients and amounts awarded are announced prior to fall convocation. This scholarship is not renewable.

Gerald Red Elk Scholarship
Awarded to one Native American undergraduate student at a time, this scholarship was established to honor Gerald Red Elk. The award amount is $4,000 and is renewable. To qualify, the applicant must write an essay that documents past or current service to Native American people or intended use of the degree in service to tribe. Applicant must also submit proof of tribal membership. Materials should be submitted to the Financial Aid Office.

Roof Memorial Scholarship
The Roof Memorial Scholarship is awarded to one or more undergraduate students exhibiting financial need. The amount awarded is $2,500. It is the donor's wish that recipients feel a moral obligation to repay the amount awarded, in order that the scholarship may continue to be awarded to deserving, like-minded students for years to come. The application consists of a one-page essay detailing why the student deserves this scholarship and should outline a plan of how it will be paid back. Materials should be submitted to the Financial Aid Office.

Program Specific Scholarships for Undergraduates
Aimee Grunburger Award
The Aimee Grunburger Award is awarded to one female graduate or undergraduate Writing and Poetics or non-credit Summer Writing Program student who is over thirty years of age and who demonstrates excellence in the field of poetry. The award amount is $500, which will be applied to one session of the Summer Writing Program. Applications should be submitted to the Summer-Writing Program Office. Students should submit a ten-page sample of poetry as well as a letter (one to two pages) discussing current projects and accomplishments, as well as the importance of the scholarship to their artistic and academic goals. The application deadline is April 15.

Francis Harwood Scholarship
The Francis Harwood scholarship is awarded to one outstanding Environmental Studies student each year based on departmental recommendation. No separate application is required. The amount of the award is $1,200 per student and is not renewable.

Zora Neale Hurston Scholarship
The Zora Neale Hurston Scholarship is awarded to selected students from diverse cultural and ethnic backgrounds for one session of the Summer Writing Program. The award amount covers full tuition (for all recipients) and housing costs (for out-of-state recipients) for one to four weeks 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 for and interest in this scholarship. Applicants need not be seeking a degree to apply for this scholarship. This scholarship is not renewable, although students may reapply for subsequent years. The application deadline is April 15.

The Frederick P. Lenz Foundation Undergraduate Scholarship in Religious Studies
This scholarship is awarded to one or more full-time undergraduates in Religious Studies who exhibit academic promise 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 U.S. citizens and permanent residents only. Maximum award will be $5,000 per student per year and is renewable, although students must reapply for subsequent years. Students must submit: 1) a cover letter outlining qualifications for award; 2) an essay describing a) goals as a Naropa student, b) vision for the future application of Naropa education and c) an indication, to the extent possible, of how the student hopes to make a contribution to American Buddhism; 3) a second essay in response to an aspect of Frederick Lenz's work, the topic of which will be announced each year; and 4) two letters of recommendation that specifically address the criteria for this award. To continue receiving the scholarship after the first year of study, the student must maintain status as a full-time student, maintain a minimum GPA of 3.5 and submit an essay describing the student’s current thinking about 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 the Student Administrative Services. Students should see www.fredericklenzfoundation.org for more information about the Frederick P. Lenz Foundation for American Buddhism.
Naropa in Prague: Engaged Writer Scholarship
The Engaged Writer Scholarship is designed to promote study abroad opportunities for writing students interested in studying in Prague. All visiting and Naropa students may apply. In selecting applicants, the academic and artistic qualifications of the candidate are first indicators, followed by financial need. There will be two awards of $1,500 each for particularly talented writing students who want to study in Prague. Students must be accepted into the Prague program in order to receive an award. Contact the office of International and Intercultural Education Department for an application. The application deadline for both the scholarship and the program is October 20 for the following spring semester’s program.

Colin Wolcott Music Scholarship
The Colin Wolcott Music Scholarship is 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.

Lucien Wuisin Scholarship in the Performing Arts
Awarded to one incoming or returning MFA in Theater or BFA in Performance student, the scholarship is available only to U.S. citizens or permanent residents. The amount of the award is $1,000 and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation and an essay (one to two pages) describing current and past involvement in the performing arts, and how the student plans to continue that work. Applications may be submitted to the Financial Aid Office and will be reviewed by a committee, which will consist of a representative from the arts faculty and the director of financial aid. Students applying for this scholarship must have at least a 3.0 cumulative GPA (for undergraduate students) or a 3.5 (for graduate students). Incoming student’s admissions application and departmental recommendations will be considered.

General Scholarships for Graduate Students
Honor Scholarships
Honor scholarships are awarded to approximately twenty-five outstanding graduate students who have been enrolled in a graduate degree program for at least one full semester and who will be completing at least a second semester in May. The award amount ranges from approximately $2,000 to $6,000 per person and is not renewable. Applicants must be at least half-time (minimum 6 credits) for at least one semester during the award year. Recipients of a Naropa Scholarship for Entering Students and former recipients of the Honor Scholarship will not be eligible for the Honor Scholarship. Awards will be based on departmental recommendations combined with evidence of financial need. No separate application is required. Recipients and amounts awarded are announced in May.

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

Naropa Scholarships for Entering Students
Please see earlier description. Award amount ranges from $500 to $3,000 per year.

Program Specific Scholarships/Grants for Graduate Students
American Art Therapy Association Conference Scholarship
Students pursuing a degree in Transpersonal Counseling Psychology with a concentration in Art Therapy, who also plan to attend the American Art Therapy Association Conference in November and who exhibit financial need are eligible for consideration. The award amount is $500. No separate application is required, although students should let the Financial Aid Office know if they plan to attend the conference.

The Ted Berrigan Scholarship
The Ted Berrigan Scholarship is awarded to one second-year MFA Writing and Poetics poetry student per year. The award amount covers tuition for the student’s second Summer Writing Program. Applications should be submitted to the Summer Writing Program Office. Students should submit a personal letter (one to three pages) describing activities with the Writing and Poetics Department, the university and the larger artistic community, as well as recent professional accomplishments including publications, current literary and cultural projects and involvements. Also submit a sample of poetry (five to ten pages). The application deadline is April 15.

The Martha Bonzi Scholarship
Awarded to one entering MA student in the Religious Studies Department per year; the scholarship is based on motivation to serve others and academic performance. The award amount is $5,000 per student and is renewable. Selection of the recipient will be based on assessment of the admissions application. No separate scholarship application is required.

W.E.B. DuBois Scholarship
Please see earlier description.

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

Aimee Grunburger Award
Please see earlier description.

Zora Neale Hurston Scholarship
Please see earlier description.

Naropa in Prague: Engaged Writer Scholarship
Please see earlier description.

The Jack Kerouac Scholarship
The Jack Kerouac Scholarship is awarded to one second-year MFA Writing and Poetics prose student per year. The award amount covers tuition for the student's second Summer Writing Program. Applications should be submitted to the Summer Writing Program Office. Students should submit a personal letter (one to three pages) describing contributions and activities within the Writing and Poetics Department, the university, and the larger artistic community, as well as recent professional accomplishments including publications, current literary and cultural projects and involvements. Also submit a sample of prose (five to ten pages). The application deadline is April 15.

The Frederick P. Lenz Foundation Merit Scholarship
Awarded to one incoming graduate student in the Master of Divinity program, this scholarship, made possible by a grant from The Frederick P. Lenz Foundation for American Buddhism, is available only to U.S. citizens and permanent residents. The FAFSA is not required. Amount awarded is $15,000 in the first year of study and is renewable at the rate of $7,500 for subsequent years, although the student must reapply. Entering students must submit: (1) cover letter outlining qualifications for award; (2) essay describing (a) goals as a Naropa student, (b) vision for future application of Naropa education and (c) expected contribution to American Buddhism; (3) an 8-10 page academic paper in response to an aspect of Frederick Lenz's work, the topic of which will be announced each year; (4) two letters of recommendation that specifically address the criteria for this award; and (5) the resume and writing sample submitted with the admissions application will also be considered. To continue receiving the scholarship after the first year of study, the student must maintain status as a full-time student, maintain a minimum 3.5 grade point average, continue to demonstrate both academic and personal excellence in fulfillment of departmental and vocational expectations and submit a cover letter and essay describing the student's current thinking about career goals and personal evolution as a result of scholastic work and contemplative practice.

Application materials must be submitted to the Scholarship Review Committee c/o Student Administrative Services. For more information about the Frederick P. Lenz Foundation for American Buddhism, students should see their website at www.fredericklenzfoundation.org. The application deadline is February 15.

The Frederick P. Lenz Foundation Graduate Assistance Scholarship
In order to assist promising graduate students in the Religious Studies Department to remain in their graduate programs until completion, this scholarship of approximately $10,000 a year will be awarded in amounts of $500 to $1,500 to U.S. citizens and permanent residents. Candidates must be full-time graduate students in Religious Studies with an outstanding academic record and/or vocational promise. Candidates must demonstrate financial need, as well as the potential for making a contribution to American society, especially a contribution to the development of American Buddhism or a contribution to the development of a contemplative approach to life in American society. An enrolled student submits a cover letter outlining why he or she is qualified for the award and a completed form provided by the department indicating which non-credit degree requirements the applicant will have in the current academic year through the next summer; along with the financial help he or she expects to need for these requirements. These materials are submitted to the Scholarship Review Committee c/o Student Administrative Services. The committee consists of the Religious Studies Department's core faculty, administrative director and graduate advisor, in conjunction with the director of financial aid. Students may apply each year of their graduate program. The application deadline is March 1.

The Owen Weber-Weinstein Scholarship
This scholarship is 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 $1,500 and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation and an essay (one to two pages) describing dedication to the cause of study and vision for the future use of the Naropa degree. Applications should be submitted to the Financial Aid Office and will be reviewed by the director in conjunction with the academic departments involved. No separate application is required for incoming students in Wilderness Therapy or Religious Studies because the admissions application will serve as the scholarship application. Returning students applying for the scholarship...
must have a cumulative GPA of at least 3.5. Incoming students' admissions application and departmental recommendations will be considered in lieu of a GPA.

**Lucien Wulsin Scholarship in the Performing Arts**
Please see earlier description.

**The Hiro Yamagata Scholarship**
Awarded to one entering MFA Writing and Poetics student of minority ethnic background per year; the scholarship is based on a demonstration of creative and academic excellence. The award amount is $2,500 to $4,500 per student. Selection of the recipient will be based on an assessment of the admissions application. Students who wish to be considered for this scholarship should include a brief statement to this effect with their admissions application and must fill in the ethnic background section of the admissions application.

**Institute of American Indian Arts**
Each year, the Summer Writing Program at Naropa works with the Institute for American Indian Arts in Santa Fe, New Mexico, to offer a summer scholarship to one BA student from IAIA. This student is chosen by IAIA faculty in conjunction with Naropa faculty. The student receives full tuition for the Summer Writing Program for 6 BA credit hours as well as housing costs during the Summer Writing Program. For more information, please contact the Summer Writing Program Office at 303-245-4600.

**Aimee Grunberger Award**
Please see earlier description.

**Zora Neale Hurston Scholarship**
Please see earlier description.

**Naropa in Prague: Engaged Writer Scholarship**
Please see earlier description.

**Financial Aid for International Students**
International students are eligible for Naropa student employment, Naropa University grant and institutional scholarships. Prospective students from other countries should also explore possibilities of funding from their governments and from private foundations. To be considered for the above sources of financial aid, applicants must complete the Financial Aid Application for International Students, which is available from the Admissions or Financial Aid Offices as well as on the web, and have a complete admissions application on file for one of the university's degree programs. Students must reapply for financial aid for each subsequent year of study. No international student should expect more than a maximum of $3,000 to $6,500 of financial aid per year. At least half of this aid will be in the form of student employment. New students are encouraged to complete the financial aid application by March 1 for the next academic year; however, late applications will be accepted. Current international students must submit the financial aid application by the March 1 deadline in order to be considered for all types of aid available to international students. For further information on private sources of scholarships for international students, the following websites are recommended: www.iei.fao.org and www.edupass.org.

**Outside Financial Resources Privately Funded Scholarships**
Students are encouraged to apply for scholarships and grants from private foundations. Students are also encouraged to make use of the reference sections of public and college libraries in their hometown.


**State Scholarships and Grants**
Naropa University is not eligible for funds from the state of Colorado. A student may, however, be eligible for scholarships or grants from the state in which the student is a resident. Students should contact their state's department of education to explore this possibility.

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

**Other Aid Programs Federal College Work-Study**
Federal College Work-Study 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 $9/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 nonprofit organizations outside the university. These positions pay $6/hr. Position announcements 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. Hiring is at the discretion of the area supervisor. Students in the London Lecocq Based Theater program are not eligible for work-study but will be assisted with obtaining work permits.

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

Interest is subsidized (paid) by the federal government as long as the student is attending school at least half time. Repayment begins six months after the student ceases to be enrolled on at least a half-time basis. The minimum monthly payment is $50, and the loan must be completely repaid within 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 the terms are the same as for the Federal Stafford loan except that interest begins accruing immediately.

For dependent students, the annual limits for the combination of federal subsidized and unsubsidized Stafford loans cannot exceed the annual limits for the subsidized Stafford loan.

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

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

**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.

**Federal Perkins Loan**
Perkins loans are long-term, 5 percent interest, need-based loans administered by the university for which repayment begins nine months after the student drops below half-time status.

**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.

**Naropa Student Employment**
This is a university-funded work program available to international students. The pay scale ranges from $7 to $9/hour, subject to taxation. International students may not work more than twenty hours per week and may not work off campus. Positions 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. Hiring is at the discretion of the area supervisor. Students in the London Lecocq Based Theater program are not eligible for Naropa student employment but will be assisted with obtaining work permits.

**Naropa Writing Center (NWC) Writing Fellows**
The NWC 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, particularly candidates who will contribute to the diversity of the NWC. For information regarding training, duties and opportunities, please call 303-245-4606. Applications are available in March and are due in July. The rate of pay is $10/hour, 4 to 6 hours per week, with other opportunities available in subsequent semesters.

**Conditions for Qualifying for Financial Aid for Degree-Seeking Students**

1. Applicants for financial aid must have a completed admissions application.
2. Applicants who are U.S. citizens or eligible U.S. permanent residents must complete the "Free Application for Federal Student Aid" (FAFSA). International students must complete the International Student Application.
3. Applicants must document financial need by complying yearly with the application process and deadlines outlined below.
4. To receive aid, a student cannot owe a refund on an over award of federal or state aid or have been in default status on any student loan.
5. To receive aid, students must be enrolled at least half time (at least 6 credit hours) in a program at the university leading to a degree. No financial aid is available for students who are only registered for extended manuscript. Financial aid will be available for certain undergraduate certificate programs. Check with the Financial Aid Office.

6. Students must maintain satisfactory academic progress in order to continue receiving financial aid. It is every student’s responsibility to know this policy as described in this catalog. If a student receives financial aid, the student is responsible for reading and understanding all policies contained in this catalog, as well as any other correspondence received regarding financial aid. The Financial Aid Office will be happy to discuss questions regarding any correspondence, once it has been thoroughly read. Students are liable for any funds inadvertently or incorrectly disbursed to them.

How to Apply for Financial Aid
Academic Year, Annual Basis

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

U.S. Citizens or Eligible Non-Citizens
(international students, please see the “international” section)

Application Forms
1. FAFSA
   The first step in applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA) 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 2006, the 2006/07 FAFSA will be available. This form must be completed to apply for aid for summer 2006, fall 2006 and spring 2007. The 2006/07 FAFSA income questions relate to earnings during the 2005 calendar year. If students are required to file tax returns for that year, they must use the data from their tax returns to answer the income questions. The FAFSA is available in the university’s Admissions and Financial Aid Offices, or from any local college or high school. New students do not have to wait until an admissions 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 federal processor by March 1 in order to be considered on time for the first step. 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 limited forms of aid may be depleted.

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

2. SAR
   A few weeks after mailing or electronically submitting the FAFSA to the federal processor, students receive a “Student Aid Report” (SAR). 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 filed the FAFSA on the web, the student can make corrections online using 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 and submit the tax returns, W-2's and the verification worksheet to the Financial Aid Office. If the student filed the FAFSA based on estimated tax returns, a signed copy of tax returns and W-2's must be sent to the Financial Aid Office. The Financial Aid Office may request additional information if any information appears to be incomplete or conflicting.

4. Financial Aid Eligibility Letter
   Once the Financial Aid Office has received all the necessary documents and the student has been accepted into a degree program, a financial aid eligibility letter and financial aid packet will be mailed 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 as they are responsible for understanding all information contained in it. The financial aid will be processed in full*** as indicated on the eligibility letter. Students who wish to decline or reduce their financial aid may cross out the amounts on the eligibility letter and write in the desired reduced amount.
Such edits must be initialed by the student. If a student wishes to accept loans, the student must complete the additional steps listed below.

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

5. 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 change their lender;

2. Loan Counseling Session
   If students are receiving loans for the first time at Naropa, they must complete a loan counseling session online at www.mapping-your-future.org before any loan funds will be released. In addition, freshmen must attend a loan counseling session held during orientation week.

Other Steps for undergraduates, if applicable:

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 fall 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) if borrowing for the first time for a child attending Naropa.

3. FERPA 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.

Deadline

1. FAFSA Deadline
   Returning Students: March 1 is the deadline to submit the FAFSA to the federal processor in order to be considered on time. For the summer and fall semesters, financial aid applications must be received by the federal processor no later than this date to be considered for campus-based aid (Naropa grants and scholarships, federal Perkins loans, Federal SEOG and work-study).

Students may apply for federal Stafford loans throughout the year; if students are unable to file an application by this date, they should contact the Financial Aid Office about remaining financial aid availability.

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

2. Verification and Supporting Documentation
   As mentioned above, students are notified on the Student Aid Report if they have been selected for verification. If a student is selected for verification, they must submit the verification worksheet, tax returns, W-2’s, and other requested supporting documentation. Failure to submit documentation in a timely manner will result in delayed aid.

3. Requesting Additional Loan Money
   If the student has not already requested the full loan amount as indicated on the eligibility letter and would like to request more loan money during the course of the academic year, then the student must submit a Request for Additional Funds (available from the Financial Aid Office). The deadline for submitting such documentation is four weeks before the end of the semester.

Enrollment Status

Financial aid is awarded based on the intended enrollment status indicated by the student on the FAFSA or other correspondence. Financial aid eligibility may be different for full time (at least 12 credits for undergraduates, 9 credits for graduates), half time (at least 6 credits for both undergraduates and graduates) and for undergraduates three-quarter time (9 credits). Students must notify the Financial Aid Office immediately of any change in enrollment status, so that financial aid may be adjusted. Please be aware that the definition for half-time and full-time status is the same for summer as for fall and spring.

If students are enrolled less than half time (6 credits) for any semester, including summer; they are not eligible for financial aid for that semester. Exception: PELL-eligible undergraduates may be eligible for partial PELL grants even if enrolled less than half time. Students who are registered for extended thesis or manuscript are not eligible for financial aid.

If students have ever received financial aid while attending Naropa, and drop below half-time status, withdraw, take a leave of absence or graduate, they must contact the Financial Aid Office immediately and complete an exit interview before leaving the university.
Financial Aid for Study Abroad
Students who are attending a Study Abroad program through Naropa University (Sikkim or Prague) and are program students of Naropa University are eligible for financial aid based on the same eligibility criterion as students attending the university.

Consortium Agreement and Financial Aid
If a student is receiving financial aid from Naropa, the student's financial aid will be based on the cost of attendance at the school the student is attending. If a student drops Naropa classes and adds classes at the other university, the student's financial aid might be reassessed. Student should speak with Financial Aid regarding this.

Students can not use Naropa grants, scholarships or work-study to pay for their courses at a different university unless they are also taking a full-time course load at Naropa.

If a student is taking at least a half-time course load either on campus through consortium, the student will be eligible to be considered for Federal Pell grants (undergrads only) and Federal Stafford and PLUS loans.

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

Students Visiting from Other Colleges
Students planning to enroll in courses for credit at the university as part of a degree program at another college or university should make arrangements for financial aid through their home school. Naropa is able to sign a consortium agreement with the home school to enable the student to receive aid through the home school.

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

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

1. Enrollment Status Compared to Hours Completed
   A student enrolled in a full-time course load must complete at least a full-time course load per semester:

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

   A student enrolled in a half-time course load must complete at least a half-time course load per semester:

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

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

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

   Maximum credits for:
   Undergraduate Students 150 credits—any credits beyond 120 credits must be necessary for and count toward the degree
   Graduate Students 125% of credits required to graduate—for example, if the program requires 60 credits to graduate, 75 credits would be maximum allowable.
Financial Aid Probation Status
If a student fails to make satisfactory progress as defined above during a semester, the student is put on financial aid probation status. This status is intended to serve as a warning to the student and does not affect the student’s financial aid eligibility. The student may regain satisfactory academic progress by, for example, completing incomplete classes for the semester in question and receiving satisfactory grades. In this way, the student’s probation status is cleared and the student is, once again, making satisfactory academic progress.

Financial Aid Suspension Status
If a student on financial aid probation fails to clear up his or her status for the semester in question and, furthermore, fails to meet satisfactory academic progress criteria in any subsequent semester, financial aid eligibility is suspended and the student is put on financial aid suspension status. If the student on financial aid suspension maintains good academic progress the next semester, without receiving financial aid, suspension is removed and the student regains financial aid eligibility.

Appeal Process
Students may appeal a status of financial aid suspension. Appeals may be submitted to the Financial Aid Office and will be reviewed by a committee consisting of the assistant director of financial aid, the dean of students and the student’s advisor. Please contact the Financial Aid Office for more information.

Withdrawals and Return of Title IV Funds
If financial aid is received (other than college work-study) and the student terminates enrollment on or before 60 percent of the semester has elapsed, federal financial aid (subsidized and unsubsidized loans, federal PLUS loans, Perkins loans and federal Pell and SEOG grants) must be repaid according to the following schedule.

Withdrawal on or before the First Day of Classes
All cash disbursed to the student and any aid on the student’s tuition account is considered an overpayment of financial aid, and must be returned to the financial aid accounts.

Withdrawal during the Semester
The student’s withdrawal date is the date the student began the withdrawal process by turning in a “Withdrawal Request” form or the “Leave of Absence Request” form to their academic advisor (first step of process). Forms are located in the Student Administrative Services and Advising offices. If the student leaves without notifying the university, the last date of attendance will be defined as the midpoint of the semester or the last date the student can be documented to have participated in an academically related activity. Refunds of tuition and fees will be calculated based on the policy as outlined in this catalog in the section entitled “Paying the Bill, refunds for dropped/withdrawn courses, fall and spring.” Institutional aid (Naropa grants and scholarships) will be reduced in proportion to the reduction of tuition according to the policy referred to above. For example, if tuition is reduced by 50 percent, institutional aid will also be reduced by 50 percent. Title IV or federal aid is earned in a prorated manner on a per diem basis, up to and including the 60 percent point in the semester. Title IV aid and all other aid is viewed as 100 percent earned after the 60 percent point.

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

Example:
Kerry withdraws from Naropa on the fifteenth day of classes of the fall semester, which consists of 103 days, total. Hence, Kerry attended 15 completed days of 103 total days, which is 15% of the semester. Therefore, Kerry earned 15% of the federal aid awarded to her. If she received $4,000 in federal aid, then the amount of earned aid is $4,000 x 15% = $600. Since $600 is earned aid, the remainder ($4,000–$600) of $3,400 must be returned. Assume that institutional charges (tuition and fees) totaled $3,600 for the semester. The school is responsible for returning the lesser of:

The unearned Title IV disbursements ($3,400), or the unearned% x institutional charges (85% x $3,600 = $3,060)

In this case, the school returns $3,060 and the student returns $340 to the federal aid programs. At Naropa, if the student withdraws anytime from the eighteenth through the fifteenth day of classes, she is entitled to an 80% reduction in tuition ($3,600 x 80%), so tuition would be reduced to $720 ($3,600 x 20%). Since Naropa originally applied $3,600 of the student’s federal aid to the tuition and then returned $3,060 to the federal aid programs, Naropa now has only $540 applied to Kerry’s tuition. This means that Kerry owes Naropa $180 ($720–$540) towards tuition. If Kerry’s federal aid consisted entirely of loans, then she may return the $340 she owes to the federal government in accordance with the terms of the promissory note. She will need to contact the Bursar’s Office to settle her outstanding tuition bill, however.

Order of Refunds
Once the reduction in tuition is determined, the refund amount is returned in the following order:
1. Federal Unsubsidized Stafford loans
2. Federal Subsidized Stafford loans
3. Federal Perkins loans
4. Federal PLUS loans
5. Federal PELL grants
6. Federal SEOG
7. Other federal aid programs

**Estimated Costs**

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

Living Expenses: Living expenses in Boulder are estimated to be approximately $1,300 to $1,400 per month.

Please feel free to contact the Financial Aid Office with any questions, concerns or for additional information. Phone 303-546-3534; Fax 303-442-0792; 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 department's 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 all university policy. If a student has extenuating 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 add/drop fees. Additionally, a late add for a course that has not been paid for may incur late tuition payment charges and interest charges. Exceptions to policy are only valid or reliable if received in writing and signed by the appropriate person acting on behalf of the university. Students are not to rely upon oral communications from 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 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.

Academic Advising
Each student is assigned an academic advisor. With the help of the academic advisor, each student is responsible for ensuring that all departmental and university academic requirements are met in order to graduate. The academic advisor guides the student throughout the academic program and helps assure that the student is working towards satisfying all graduation requirements and is developing a coherent curriculum. Advisors can review course selections for the student before each semester's registration and consider requests for independent study and private music lessons. The academic advisor for an undergraduate student is responsible for overseeing requirements not only within the student's major, but also all other BA requirements. The Registrar's Office makes a final evaluation of the student's academic record when the student applies for graduation.

Preregistration
All returning degree-seeking students may preregister during the fall semester for spring courses, and during the spring semester for summer and fall courses.

During preregistration advising, students meet with their advisors who review transcripts and program requirements. The advisor can review 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 private music lessons). Students then register via the web at their designated times. Students cannot register themselves for independent study, private music lessons or consortium agreements. Student Administrative Services registers them when the completed application is received by the drop/add deadline.
Preregistration times are based on a student's seniority, calculated using total earned credit hours plus credits in progress. If a student does not preregister during the preregistration period, the student loses priority status.

**Courses**

**Course Registration**

Courses offered by the university are designed to meet the needs of degree-seeking students. Courses ordinarily meet 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. Advisors review course selections and clear the student to register through web registration and sign any supplemental registration applications that may be required (such as those for independent study or private music lessons). At new student orientation, students will receive their web registration password and instructions 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 program and/or total transferred credit hours. New students registering later than their designated time lose their priority registration status.

The deadline to register for courses and turn in completed applications for private music lessons, independent study, consortium agreements, and audits is the last day of the drop/add period.

**Graduate and Undergraduate Course Levels**

Naropa University's courses are designated as graduate (500 and above) and undergraduate (100–499) and have course work and expectations corresponding to those levels. Because of this, graduate students may not, under any circumstances, take undergraduate level courses to fulfill any requirements for their graduate degree.

Undergraduate junior or senior level students may take graduate courses (courses with only a graduate number) toward their undergraduate degree only with the permission of their advisor, the instructor, and their major department chair. Departments reserve the right to approve or deny undergraduate participation in graduate courses.

Undergraduate students should check carefully with their advisor and their major department(s) to ensure that the courses will fit into their degree. Graduate level courses taken while an undergraduate may not count toward a graduate degree at Naropa (the course may not be used to satisfy two degrees).

**Course Repeatability**

Some Naropa courses are repeatable for credit. These courses are listed in web registration and may be taken multiple times for credit. Each time the course is taken, the grade will be calculated in the GPA. Courses that are not repeatable for credit may be taken a second time. However, only the final time such a course is taken will earn credit and be calculated into the GPA. Students should consult with their advisors if they are considering retaking a class for any reason.

**Drop/Add Period**

Students may adjust their schedule for different courses, 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 ninth day of classes for the fall and spring semesters. Students who have not registered for any credits by the end of drop/add are considered "unknown withdrawals." Some courses with irregular start and end dates have different deadlines. These deadlines are listed in the course schedule. The summer drop/add period is significantly different for each course and is listed in the summer schedule of classes. There are no academic or financial penalties for adding or dropping courses during the drop/add period. Changes made after this period carry both academic and financial penalties.

It is expected that during the drop/add period, a student will evaluate the course for its appropriateness and that the instructor will use this time to assist students in making a decision about the appropriateness of the course. At no time should an instructor ask a student to leave except in cases of a violation of student code of conduct, nor should students expect to get a refund after the drop/add date for those classes that do not suit their needs. Students who have a conflict with an instructor should seek assistance from the dean of students.

**Withdrawal Period**

Students may withdraw from (but not add) courses during the withdrawal period. For most courses, the withdrawal period begins on the tenth day of classes and ends with the sixth week of classes for the fall and spring semesters. Some courses with irregular start or end dates have different deadlines. Information is available from the web at www.naropa.edu/registrar. The summer withdrawal period is significantly different for each course and is printed in the summer schedule of classes. If a student withdraws from a course during this period, the grade of "W" for "withdrawal" will appear next to the course title on the student's transcript. A partial refund of tuition may apply. Fees are not refunded in the withdrawal period.
Beginning with the seventh week of classes for the fall and spring semesters, no further changes in a student’s schedule are allowed, except in the case of a documented medical or family emergency. If a student fails to attend or stops attending a course without dropping or withdrawing, a grade of “F” will appear on transcripts for that course.

**Drop, Add and Withdrawal Schedule**

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>What Appears on Transcript</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 9 Days</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Days 10-15</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>80% tuition</td>
</tr>
<tr>
<td>Week 4</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>50% tuition</td>
</tr>
<tr>
<td>Week 5</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>20% tuition</td>
</tr>
<tr>
<td>Week 6</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Weeks 7-15</td>
<td>No Changes Permitted</td>
<td>No Refund</td>
<td></td>
</tr>
</tbody>
</table>

**Wait Lists**

A student attempting to register for a class that has no available seats may choose to be put on a wait list. As an opening occurs, the student will be automatically registered for the course and will be notified by email. Students are responsible for checking their email and web registration regarding wait-listed courses. Failure to do so will not be considered an acceptable reason for a late drop.

Since a wait-listed student is automatically registered when an opening occurs, the student should attend the class until notified that she can not be added to the class, or until the end of drop/add, whichever occurs first. A student who does not wish to be in the class should drop the class as soon as this decision is made, regardless of the student’s position on the wait list.

Wait-listed students should check with their advisor or web registration before the end of drop/add if they have any questions about their status in a wait-listed class.

If an opening does not occur by the last day of drop/add, the wait-listed student must stop attending the class.

Students on financial aid are responsible for being registered for the minimum number of credits they need to receive their financial aid. Wait-listed classes will not count toward that minimum. Students who are registered for less than their minimum should consider dropping any wait-listed courses and registering for a course that still has openings.

For any question about a financial aid award, students should check with the Financial Aid Office.

**No Shows**

If a student fails to drop or withdraw from courses or workshops for which the student has registered or preregistered and is no longer attending, the student will receive the grade of “F.” 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 will not be permitted to register until payment has been made or arranged with the tuition cashier. Such obligations include, but are not limited to, tuition and fees, transportation fines, library fines and loan payments.

**Changing a Course Status**

**From Credit to Audit**

A student may not change a course status from credit to audit in a class that is full. If the course has seats available and a student wants to audit, the student must drop the course via web registration and submit an audit form to SAS. Students are added to courses on a first-come, first-served basis at the end of the drop/add period.

**From a Letter Grade to Pass/Fail**

A student may only change from letter grade to Pass/Fail during the drop/add period. This change can be made at the Student Administrative Services Office. Students should obtain permission from an advisor before making this change.

**From Audit to Credit**

A student may not change a course status from audit to credit.

**Courses Requiring Prerequisites or Permission**

If the course description stipulates that a prerequisite is necessary or permission of the instructor or department is required, it is the student's responsibility to comply with this requirement. Failure to do so will jeopardize completion of the course. To gain permission to be in a course for which the student has not met the prerequisite or course requirement, the student should see the department administering the course. After obtaining authorization, the student must register for the course via web registration.

**Workshops and Special Study Opportunities**

**Workshops**

Weekend 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. Because the drop policy for workshops is more restrictive than for the university's regularly offered academic courses, students are encouraged to speak with the sponsoring department and/or instructor to make sure the workshop will provide what they want before registering. A student receiving financial aid should be aware that dropping a workshop may affect his or her aid eligibility, particularly if this action reduces the number of credits below the minimum amount required to receive aid. Students should contact the Financial Aid Office before dropping any workshop or course to see if their aid would be jeopardized.

**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 course 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 within one week of registration.

**Schedule to Add and Drop Workshops**

| When       | Action     | What Appears on Transcript | % Refund
|------------|------------|----------------------------|----------
| Until      |            |                            | 100% tuition |
| Midnight on the Thursday |            |                            | 100% fee  |
| before the workshop | Drop/Add | Nothing                    |          |
| After the Thursday |            | No further changes          | No Refund allowed |

**Withdrawal Period for Workshops**

Withdrawals from workshops are not permitted by the university, except in the case of a documented medical or family emergency. Failure to attend a workshop will result in the grade of "F" 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 consortium agreement. Each of these is designed to permit some latitude because the university is committed to honoring the integrity of individual academic journeys and non-traditional approaches to learning. 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 Naropa.

**Private Music Lesson Restrictions**

Assuming that private music lessons are essential to their degree, non-music majors, with the approval of their department chair, will be allowed a maximum of 3 credit hours. A maximum of 3 credit hours of private music lessons will also be the limit for students with a minor in music. With the approval of the chair of the BA in Music program or advisor for the Music program, music majors can take private music lessons without limit to the number of credits they may apply to their degree.

**Independent Study Restrictions**

Students are permitted to take no more than 6 total credits of independent study (exceptions below). Undergraduate students will not be allowed to take independent study before the start of junior year. Students in the BA or MA Interdisciplinary Studies degree programs are permitted to take up to 9 credits of independent study toward their degree; MA Environmental Leadership may take up to 13 credits; and Traditional Eastern Arts (TRA) students do not have a limit on the number of independent studies taken through the TRA department.

**How to Register for Special Study Opportunities**

Students cannot register themselves via web registration for the following special study opportunities. Students must submit completed applications to Student Administrative Services by the drop/add deadline. SAS then registers students.

**Independent Study**

Independent study is a semester-long course in which a student works with a Naropa faculty supervisor to present work reflecting the student's independent research and learning on a particular topic. The design of the project and its schedule for completion, including deadlines and meetings with the faculty supervisor, are required for approval of the project, and are the student's responsibility. The student is awarded credit based on following the proposed schedule, making and keeping appointments with the faculty supervisor and on the quality of the academic work submitted to the faculty supervisor. A student may add independent study courses until the last day of drop/add. Neither approval nor credit is given retroactively. The regular tuition is assessed. The student must submit the approved supplemental independent study application with the department chair and advisor's signatures. If a student is planning to take an independent study, the student should begin the process three semester prior to allow time to develop the proposal and obtain the proper approval. Late adds are not permitted. 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. The student is responsible for all policies and procedures as outlined in the "Application for Independent Study" form.
A student must be in the junior or senior year or must be a graduate student to be enrolled in an independent study. Independent study courses may only be taken by non-degree students if they are full-time, visiting students.

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 confirm that 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.naropa.edu/registrar. Please note that workshops and summer courses are never available for audit. Audit forms are available to students during drop/add week at SAS and must be turned in by the last day of drop/add for the course with the signature of the instructor. Audit forms are processed on a first-come, first-served, space-available basis. After the end of the drop/add period for the course, SAS will notify the student if the student was 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 never drop, withdraw, receive a grade of incomplete or receive a refund for an audited course.

Weekend workshops and summer courses are never available for audit.

A student who is in the final semester before graduation and who is registered less than full-time status is permitted to audit. This option is available for one semester only.

Private Music Lessons
Private music lessons are considered semester-long courses and therefore are subject to the registration, drop/add, withdraw and refund policies for courses. A student may not drop or add private music lessons later in the semester, nor is approval or credit given retroactively. The regular tuition is assessed. The instructor must be approved by the Music co-chair of the Performing Arts Department (PFAR) or the advisor to Music majors before a student can register for a private music lesson. The student's "Application for Private Music Lessons" form must be signed by the Music co-chair of PFAR, the chair of the student's major departments and the student's advisor. This form must be submitted to Student Administrative Services by the last day of drop/add. It is the student's responsibility to finish the work in time for it to be evaluated, graded and the grade submitted to the registrar by the grading deadline of the semester in which the student is registered for the course.

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

Private music lessons may only be taken by non-degree students if they are full-time, visiting students.

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

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

Only junior, senior and graduate students with a cumulative grade point average of 3.0 are eligible to take a consortium agreement.

A student should see his or her advisor to determine if consortium agreement study is appropriate and that the program and classes he or she intends to take fit with course work at Naropa. Restrictions apply to both the student and the consortium school. Please consult the consortium agreement packet for these policies.

To receive credit, 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. After one semester has elapsed, the student is irrevocably assigned the grade of "F" for the course(s).

Restrictions: Courses taken through consortium are not considered "in residence" courses. (See "In Residence Requirements"). Graduate students may only take 6 credits out of residence while undergraduate students may take 60 credits.

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

Financial Aid: If the student is receiving financial aid, aid will be based on the cost of attendance at the consortium school. Students may not use Naropa scholarship or grants to attend a consortium school. Students should consult the Financial Aid Office with any questions about how a consortium may affect financial aid.

If a student wishes to take courses outside of Naropa but does not wish to apply for a consortium agreement, the student must gain permission to take the courses by completing a transfer credit pre-approval form. 

50 Academic Information
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 Naropa University. Please see the BA and BFA requirements as listed in the academic department section of this catalog.

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

1. The student must maintain a cumulative GPA of at least 2.0.
2. Only courses numbered between 100 and 499 may be counted toward degree requirements, except by permission of advisor.
3. All requirements of the major departments must be completed as outlined in the catalog under which the student was admitted.
4. All work must be completed within the maximum time frame for degree completion (see p. 54).

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

If a student wishes to change a for-credit course from non-degree to degree-seeking status in order to have these credits apply toward 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.

Courses taken as a non-degree student at Naropa will appear on the student’s transcript with a letter grade. When transferring in non-degree credits, Naropa University credits will be transferred in first. Courses taken at Naropa as a non-degree student may count toward the major by permission of the department.

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

- Freshman: 0–29.5 hours
- Sophomore: 30–59.5 hours
- Junior: 60–89.5 hours
- Senior: 90–120 hours

Graduate Study
Naropa offers the following graduate degrees:
- Master of Arts
- Master of Divinity
- Master of Fine Arts
- Master of Liberal Arts

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

1. The student must maintain a cumulative GPA of at least 2.7.
2. Only courses numbered between 500 and 899 may be counted toward degree requirements.
3. All requirements of the department must be completed as outlined in this catalog.
4. All work must be completed within the maximum time frame for degree completion (see p. 54).

In-Residence Requirement and Transfer Credit
Graduate students may have a maximum of 6 credits taken out of residence. Credit taken at another accredited college or university (including courses taken through consortium agreement) is considered out of residence. If a student wishes to change a Naropa for-credit course from non-degree to degree-seeking status in order to have these credits apply toward a degree, the student may do so with the permission of the student’s advisor, who must indicate in writing to the registrar which requirement the course will fulfill.

After matriculation, courses taken outside Naropa must be taken through consortium agreement or have prior approval to apply to the degree.

Enrollment Status
Full-, 3/4- and Half-Time Status
Enrollment status is used for federal government reporting purposes to determine, among other things, eligibility for financial aid and deferment of financial aid loan repayments. The minimum credit requirements that follow apply to all sessions (fall, spring and summer), and do not, in any way, prohibit a department from requiring that more credits per semester be taken. The minimum credit requirements refer only to courses taken for credit. Courses taken for non-credit or audit are not considered in determining full-, 3/4- and half-time status.

International students should contact the international student advisor before making any changes to enrollment status.
Undergraduate
Fall, Spring & Summer
Full-Time 12 or more credits per semester
3/4-Time 9-11.9 credits per semester
Half-Time 6-8.9 credits per semester

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

There is only one exception to these definitions of enrollment status. See “Special Student Status.”

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

Paying the bus pass fee and 0.5 credit tuition entitles a student to special student status, which means that the student can be verified as a half-time student while carrying 0.5 credits. This status is granted for as many semesters as are remaining within the time limit for completing the degree. During this time, students are not eligible to receive financial aid or to be on leave of absence.

There is no need to register for extended master’s work courses during the summer unless the student is planning to complete the work during the summer session.

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

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

I/F = Incomplete/Failure
For unusual, extenuating circumstances when only a small portion of the work remains to be completed, students are not eligible to receive the grade of I/F at the end of the fall semester. They are eligible to receive the grade of I/F at the end of the spring semester in order to continue working on their project during the summer if an extended master’s work course is not offered over the summer. If a student has not finished the work in time for it to be evaluated and graded and the grade to be submitted to the registrar by the grade due date of the summer session, the student must register for another extended master’s work course during the following fall. The I/F grade will then be changed to SP.

Grading
Naropa does not believe that grades are the single most important measure of education; therefore, the university does not determine or publish a dean’s list, nor does it confer degrees cum laude. However, grades remain an important indicator of a student’s academic performance, as well as a useful tool for communicating educational accomplishments to others through transcripts. The student’s instructor is required to clearly state the criteria for grading in the course syllabus at the beginning of the course, and it is the student’s responsibility to understand it.

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

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

Undergraduate Grading Scale

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

For undergraduate students, a grade of "C" is the minimum for required courses in the student’s major and minor fields of study. A grade of "D-" is minimally adequate for all other courses. An undergraduate student does not receive credit for a course in which he or she receives the grade of "F".

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>A+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Graduate Grading Scale

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

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

Incomplete

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

I/F grades are appropriate when (1) there are extenuating, exceptional circumstances, and (2) only a small portion of the course requirements remain to be completed. I/F grades are assigned by the instructor at his or her discretion. I/F grades allow students one additional semester to complete the work. Summer is not considered a semester. The instructor may set an earlier deadline for submission of course work at his or her discretion. It is the student's responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the registrar by the grading deadline of the following semester. Failure to complete the work by the deadline will result in a final grade of "F" for the course. Extensions of time are considered only for fully documented medical or family emergencies.

Pass/Fail

All required courses in the student's major and minor must be taken for letter grade, except for courses such as group process, where letter grades are inappropriate, and for courses the department has designated as pass/fail. Elective courses may be taken on a pass/fail basis, with the student's academic advisor's approval. For undergraduate pass/fail courses, all grades of "C" and above convert to a final, reported grade of "P". For graduate pass/fail courses, grades of "B" and above convert to "P". A grade of "P" does not affect the student's grade point average. A grade of "F" lowers the student's grade point average. The pass/fail option must be selected during the registration and drop/add periods. A student who wishes to change a course to pass/fail must go to Student Administrative Services.

Please note: A student receiving Veterans Educational Benefits must receive letter grades for all classes that are part of the student's degree program. If a class is only offered for pass/fail, it is the student's responsibility to make arrangements with the instructor at the beginning of the semester to receive a letter grade. The student must also see Student Administrative Services to have the grade status changed to "letter grade" in pass/fail courses.

Other Grades

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

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

(used only in master's work and extension courses)

Unreported Grades

If a grade remains unreported by an instructor for one complete semester despite notification to the instructor and student, that grade shall be entered as a grade of "F".

Grade Changes

If a student believes that a grade has been assigned incorrectly or unfairly, the student should consult the instructor to determine the basis for assigning the grade. The instructor may request a grade change by using the "Grade Change" form available from the Office of Student Administrative Services. Grades may be changed only if the instructor discovers an error in calculating the original grade. Grades may not be changed on the basis of work submitted following the end of the semester, with the exception of removing the grade of "incomplete." If the student and instructor are unable to resolve the issue, the student may request a review of the grade through a written letter to the vice-president for academic affairs.

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

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 2.7. 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 (if the student receives financial aid) and (4) the dean of students. The student will be placed on academic probation and notified of this status in writing by Academic Affairs. 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:

- **Graduate Students**: 10 credits per year
- **Graduate Certificate Students**: 5 credits per year
- **Undergraduate Students**: 20 credits per year
- **Undergraduate Certificate Students**: 10 credits per year

This 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 create a plan for completing their degree in 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 initiate an appeal to be reinstated to the university following suspension, a student must write a letter concerning the situation to the vice-president for academic affairs and must complete any outstanding course work such as courses that still have a grade of I/F (incomplete). A review committee is then formed to evaluate the situation. The committee consists of the student, the student’s academic advisor, the vice-president for academic affairs, the dean of students and the director of financial aid (if the student receives financial aid).

Students can avoid probation and suspension by seeking help from instructors, academic advisor, tutors and fellow students before their status is at risk. The earlier students seek support, the more likely they are to avert problems. Contact Student Affairs for referrals or specific assistance.

Leaving Naropa University 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
  - Certificate programs: 3 years

Graduate Students

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

* An exception is the 32-credit MLA Creation Spirituality program, which allows five 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 check Naropa email each week for updates, deadlines and announcements concerning the graduation process.

Degree Dates

Degrees 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.

The Effect of Incompletes or Course Work Not Yet Taken

If a student has no more than 3 credits of incomplete work, the student may apply to sit with classmates at the commencement ceremony. However, some departments do not permit this. To be included in the ceremony, the student must submit an "Application to Participate in Ceremony" form that has been signed by the student’s advisor.

If a student has any incomplete work, the student’s degree will carry the date of the semester in which the work was completed, not the semester in which the work was started. A student who takes an incomplete during the semester of expected graduation will automatically be moved to the next graduation review. If course work (including extended master’s paper/thesis) is not completed by the end of the following semester, the student must reapply for graduation.

If a student is taking courses at another accredited institution to fulfill degree requirements, official transcripts must be received within one semester after the courses have been completed. Undergraduate students taking courses at another institution to complete requirements and who are not enrolled in any classes at Naropa for their last semester must apply for a Leave of Absence in order to retain their student status. Graduate students who have registered for thesis are not eligible to take a Leave of Absence and must register for Extended Thesis each semester until graduation requirements are met.

Diplomas & Transcripts Verifying Graduation

A diploma and two copies of official transcripts are mailed after final grades have been verified and after audit checks are completed, normally eight to ten weeks after the
ceremony. Official transcripts verifying graduation can be mailed earlier; after final grades have been verified, normally three weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing. Although there is only one commencement ceremony per academic year (at the end of the spring semester), diplomas and official transcripts verifying graduation will be available approximately three weeks after the end of the semester in which all requirements for a degree are completed.

Refund of Confirmation Deposit
A student's confirmation deposit of $250 will be refunded by mail as soon as all graduation audits are completed. Students can contact the Tuition Cashier within one month after graduation to donate the $250 confirmation deposit to the Naropa Scholarship fund.

Leave of Absence
If a student plans 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 procedure. 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 reapply for admission. A student may take multiple leaves of absence as long as they do not exceed a total of one calendar year. A student in "Special Student Status" may not take a leave of absence.

The "Leave of Absence" form is available from the student's advisor. Students must route it to the following people for their signature and approval: (1) academic advisor, (2) the assistant dean of students, (3) library and (4) the international student advisor if appropriate and (5) the Office of Student Administrative Services. Library fines, unpaid tuition or fees, failure to complete an exit interview with Financial Aid and other factors may prevent permission to take a leave. Students are responsible to be sure that they have received permission from each necessary department.

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

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

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

Procedure for a student wishing to take a leave of absence during a semester for which the student has already registered: A student who is registered for the current semester but wishes to take a leave of absence in the current semester is encouraged to drop his or her classes and begin the process of applying for a leave before the last day of drop/add in order to avoid financial penalties. A student who begins the process after the last day of drop/add will be financially responsible for any classes from which he or she withdrew. Any student who is still pending approval for a leave after the last day to withdraw from classes will be considered an "Unknown Withdrawal." No applications for a leave of absence will be accepted after the last day to withdraw from classes.

Students who apply for a leave of absence must drop or withdraw from their classes.

Returning from a Leave of Absence
If a student is returning to a program after an authorized, unexpired leave of absence, the student should contact his or her academic advisor stating the semester returning. It is not necessary to reapply through the Admissions Office.

Students may register during orientation week with new students, or may preregister with other returning students during the preregistration period of the semester preceding the semester returning (during April to return in the fall semester or during November to return during the spring semester).

Withdrawal after a Leave of Absence
If at the end of a leave of absence the student decides not to return, the student must then follow the procedures for a permanent withdrawal (see below) in order to have the confirmation deposit returned.

Special Consideration for Graduate Students
Graduate students, who have completed all their course work but not the master's thesis, paper or manuscript, are not eligible for leaves of absence. Instead, they must register for a 0.5 credit extended thesis, extended paper or extended manuscript course for every semester that elapses until the master's work is completed.

Leave of Absence & Confirmation Deposit
When a leave of absence is taken, the confirmation deposit is not returned.
Permanent Withdrawal from the University

If a student decides to leave Naropa and has no intention of returning, the student must complete the “Request for Withdrawal from Naropa University” form, which is available from the student’s advisor. It is the student’s responsibility to make appointments with the following people to obtain their approval and signatures on the form: (1) academic advisor, (2) the dean of students, (3) library, (4) the international student advisor, if appropriate and (5) the Office of Student Administrative Services.

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.”

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 “Request for Withdrawal from the University” form. The deadline for the completion of the withdrawal process is the last day to withdraw from classes. By this date, the student should be sure to have received permission from all departments listed on the “Withdrawal from the University” form.

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

Procedure for 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 in 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 in order to avoid financial penalties. A student who begins the process after the last day of drop/add will be financially responsible for any classes from which the student withdrew. Any student who is still pending approval for withdrawal after the last day to withdraw from classes will be considered an “Unknown Withdrawal.” No applications for withdrawal will be accepted after the last day to withdraw from classes.

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

Withdrawal and Financial Aid

Students who are permanently withdrawing from the university and are receiving federal financial aid, should see the “Withdrawals and Return of Title IV Funds” in the Financial Aid section. Students may need to repay some of their financial aid and may end up owing Naropa if they completely withdraw. Students should consult with the financial aid counselor before making a decision regarding withdrawing from the university.

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 majority of family emergencies are due to death or illness in the student’s immediate family. In those cases, students must provide proof of the family emergency in the form of a letter from a health care professional or a death notice. Other documentation may be accepted under certain circumstances. 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. Tuition may be pro-rated in proportion to the portion of the semester actually attended. The student must apply for a leave of absence to hold a place in the program until the student is able to return.

Grades of “W” do not constitute permanent withdrawal from the university.

Unknown Withdrawal

If a student does not register for any fall or spring semester classes by the last day of drop/add and does not file for a permanent withdrawal or leave of absence, the student forfeits the confirmation deposit and the student’s status is changed to “Unknown Withdrawal.” A student who is “Unknown Withdrawal” is considered to have left the university and forfeits the deposit.

If a student leaves the university and has preregistered for courses for the subsequent semester, the student must drop those courses or shall be liable 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 basis of this policy is the university’s belief that continuity is an integral and significant part of contemplative
education. This policy applies when students (1) file a formal withdrawal from the university, (2) drop or withdraw from all courses in any one semester, (3) complete all courses in any one semester but do not register the following semester by the end of drop/add 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 leave of absence request, with approval by the academic department and advisor. The retroactive leave of absence will be subject to a $30 late fee. The student would then be allowed to finish the remaining requirements and graduate without 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 dropped or withdrew from all courses in any one semester and did not file a leave of absence, the student must reapply for admission to continue 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 filed a "Permanent Withdrawal from the University" form, the student must reapply for admission to continue studies.
- If a student was considered an unknown withdrawal, the student must reapply for admission to continue studies.

A student's re-admission, as well as the number of credits previously earned that can be counted toward the degree the student is seeking, is 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. All students that reapply must repay the confirmation deposit.

Student Records

Permanent Change of Address
All students must inform the Office of Student Administrative Services of new addresses and telephone numbers when 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 submit the new address through the web registration system or they may mail an address change with a signature to Naropa University, Student Administrative Services, 2130 Arapahoe Avenue, Boulder, CO 80302. Students may also fax address changes with a signature to 303-546-3536 or call 303-545-5334.

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 attempted 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 court order for legal name change or a social security card reflecting the new name.

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 diplomas) 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 $1
Official Transcript $5
Additional Charge to Fax Transcript $3
Additional Charge for 24-hour Service $10
Additional Charge for Overnight Express Delivery Actual mailing cost

Academic Information 57
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, until all outstanding financial obligations to the university have been met. Once a student’s obligations have been fulfilled, transcript requests can be processed.

Other Student Records
Students may make an appointment to view files at no charge. Students may request that their student academic record be photocopied by the Office of Student Administrative Services 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. Naropa University destroys student records after five full years of non-attendance.

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 applicant 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 disputation 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.
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 Waszkiewicz
Administrative Director: Judith Sumner
Co-Directors of Advising: Nathan Hartman and Wendy Levin
Academic Advisors: Maya Charney, Nathan Hartman, Wendy Levin, Deb Roach
Core Faculty: Eric Fretz, Alan Hartway, Caroline Hinkley, Sudarshan Kapur, Candace Walworth
Ranked Faculty: Michelle Pierce, Melissa Root, Steven Taylor
Adjunct Faculty: Amy Arenson, Karen Bowen, Jenevieve Glemming, Kurt Gutjahr, Tharpa Lowry, Fleet Maull, Karla Haas Moskowitz, Christi Strickland

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 eight spoke requirements (see below);
- Earn the final 60 upper-division credit hours at Naropa. A grade of "C" is the minimum grade a student may receive in required courses in the major and minor field of study;
- Complete the requirements for one of the majors;
- Complete the requirements for one minor (except INTD majors and double majors);
- Complete the Naropa University entry/exit survey for assessment.

The Major
Naropa University offers Bachelor of Arts degrees in Contemplative Psychology, Early Childhood Education, Environmental Studies, Interdisciplinary Studies, Music, Religious Studies, Traditional Eastern Arts, Visual Arts and 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 Contemplative Education, Contemplative Psychology, Dance, Early Childhood Education, Ecology and Systems Science, Ecopsychology, Environmental History and Social Justice, Environmental Studies, Environmental Sustainability, Horticulture, Music, Performance, Religious Studies, Sanskrit, Tibetan, Traditional Eastern Arts, Visual Arts or Writing and Literature.

Assessment
Naropa University is committed to the regular assessment and enhancement of student learning. All academic departments assess the effectiveness of their programs annually through faculty review of student work. These regular reviews are used as the basis of program improvement. Faculty collect and submit student course work to assessment committees for assessment purposes.

The Naropa Core Program
The Core Program is the foundational first two years in which students develop competencies in college-level, academic studies. Students are exposed to a breadth of knowledge and acquire the academic skills necessary to prepare them for their major and minor fields of study in their junior and senior years at Naropa University. Students in the Core Program take a series of required seminar courses and electives that together fulfill eight core area requirements (see below). Students may visualize these eight areas as spokes of a wheel that lead into the same central hub: wisdom, compassion and effective action. Students choose from a range of courses that allow a balance between contemplative practice, intellectual work and creative statement.
REQUIREMENTS:
FIRST YEAR CORE PROGRAM
First year, fall
FYS I  First Year Seminar (3)
FYS 105  Foundations (1)
DIV 150  Diversity and Multiculturalism in America (3)
WRL 105  Writing Seminar I (3)
Contemplative Practice Requirement (3)*
Core Elective (3)
SUBTOTAL 16

First year, spring
FYS II  First Year Seminar (3)
WRL 225  Writing Seminar II (3)
Contemplative Practice Requirement (3)*
Core Electives (6)*
SUBTOTAL 15

SECOND YEAR CORE PROGRAM
Second year, fall
SYS I  Second Year Seminar (3)
Core Electives (12)*
SUBTOTAL 15

Second year, spring
SYS II  Second Year Seminar (3)
Core Electives (6)*
General Electives (6)
SUBTOTAL 15
TOTAL CREDITS 61
* See course lists below.

First Year Seminar
For freshmen, the Core Program begins with the First Year Seminars. The yearlong sequence of First Year Seminars is designed to help students become thoughtful agents in their own education. Taught by core faculty at Naropa University, First Year Seminars introduce students to the excitement of academic scholarship by allowing them to study with faculty members from different academic departments. While each of these topics courses reflects the disciplinary focus of each instructor, the yearlong sequence is designed to offer training in Targeted Pedagogical Goals that are needed in order for students to be well educated in today’s world. Each seminar, while focusing on a topic unique to that seminar, works to develop

- Global, Intercultural and Multicultural Awareness—the ability to understand and appreciate a variety of social and cultural perspectives and to challenge assumptions, biases and prejudices regarding social, racial and political issues.
- Reasoning, Valuing and Decision-Making—the ability to identify key issues and concepts in various disciplines, to understand diverse points of view, to analyze ideas critically, to articulate informed judgments in dialogue and writing, to appreciate one’s own subject position and to make carefully considered, well-reasoned decisions.
- Historical Consciousness—the ability to understand the achievements, problems and challenges of the present with perspective gained from a study of the past.
- Aesthetic Judgment—the ability to understand and appreciate creative responses to the world and to develop one’s own modes of creative expressions.
- Information Literacy, Writing and Rhetoric—the ability to express one’s thoughts and feelings coherently and persuasively through written and oral communication; to locate, evaluate and make effective use of relevant information, and to work effectively in collaboration with others.

Second Year Seminar
The required Second Year Seminar sequence offers second-year students an engaged learning experience where they can begin to explore ways of integrating their first-year learning into their work in the world. Through the use of community-based learning, Second Year Seminar courses are designed to add a public dimension to the academic skills students developed during First Year Seminar courses.

Second year courses extend pedagogical goals of the first year by providing opportunities for students to apply their learning to the public realm and to develop a set of skills that will allow them to act effectively in the world. Each Second Year Seminar, while focusing on a topic unique to that seminar, works to develop

Global, Intercultural and Multicultural Awareness—
- work with a diverse group of people;
- identify and work toward resolving salient local, national and/or global concerns;
- challenge assumptions, biases and prejudices regarding social, racial and political issues.

Reasoning, Valuing and Decision-making—
- understand multiple perspectives, facts and historical context around controversial social problems;
- articulate informed judgments in dialogue and writing;
- make carefully considered, well-reasoned decisions.

Historical Consciousness—
- examine the role privilege and power plays in communities;
- learn and apply various theoretical models of community development and organization;
- acquire ability to understand the achievements, problems and challenges of the present with perspective gained from a study of the past;
- become acquainted with various theoretical models of community-based learning.

Information Literacy, Writing and Rhetoric—
- acquire ability to use the written word to articulate public problems and advocate for their solutions;
- locate, evaluate and use effectively relevant information;
- work effectively in collaboration with others.

Civic Engagement and Leadership—
- practice public speaking skills of dialogue, deliberation, negotiation around complex public problems;
- critically reflect and act on roles and responsibilities as democratic citizens.
Core Area Requirements:
The Eight Spokes

Contemplative Practices and World Wisdom Studies (CP/WW - 12 cr)*
World wisdom traditions and contemplative practices form the distinctive core of Naropa University's contemplative education pedagogy. True learning, as it is understood and practiced at Naropa, comes from a combination of study and practice; it is both academic and experiential; it engages both intellect and intuition.

Through actively engaging in the discipline of contemplative practices, students learn to bring their attention to their immediate experience moment by moment. They directly experience their own state of mind and the synchronization of mind and body. Through courses in World Wisdom Studies, students inquire into the wisdom that resides in the traditions of many different human communities. They investigate the relationship between their own experience and ancient teachings, exploring the relevance of those teachings to contemporary life. This cultivation of mindfulness and awareness forms the basis for our engagement with and service to the world. While only the courses listed in this category satisfy the contemplative practices requirement, a contemplative view permeates the undergraduate curriculum.

Skills Developed:
World Wisdom Studies
1. Develop knowledge of the diverse history, lineages, sacred texts and cultural contexts of the world's great religions and the wisdom traditions of selected indigenous religions;
2. Understand the heritage of Naropa University and its founder, the principles upon which the university's curriculum was developed and the contemplative practices that have served as its foundation;

Contemplative Practices
1. Learn and practice selected methods from the wisdom traditions that cultivate awareness of the present moment and synchronization of mind and body;
2. Cultivate discipline, compassion and appreciation through commitment to contemplative practice;
3. Apply the insights of contemplative practice discipline to the student's academic study, artistic process, participation in community and the full range of life's experience.

* 3 credits fulfilled by DIV 150; 6 credits selected from Diversity course list.

Artistic Process (AP - 6 cr)
Courses in Artistic Process bring understanding and awareness of the social, political, aesthetic and spiritual dimensions of artistic practice and expression. Naropa offers courses in creative writing, visual arts and the performing arts of music, dance and theater. Through creativity, improvisation and the exploration of various cultural contexts, students experience the delight, play and rigor of enlivened contemporary art making.

Skills Developed:
1. Gain a technical understanding and demonstration of skills associated with specific artistic disciplines;
2. Cultivate enriched awareness of individual and collaborative artistic methods;
3. Develop a basic comprehension of the historical, theoretical and philosophical contexts of artistic practices;
4. Integrate conceptual perspectives and creative thinking.

* 3 credits selected from World Wisdom course offerings; 6 credits selected from Contemplative Practices course list.

Diversity and Multicultural Awareness (DIV - 6 cr)*
The study of diversity at Naropa is aimed at understanding our common humanity and different histories, fostering appreciation of our diversity and preparing students for living in the multicultural world of today and the future. The curriculum aims to explore the range of diverse experiences of human situations and to build respect and understanding for profound differences. Courses emphasize the development of knowledge, critical thinking, analytical skills and interpersonal and intergroup interactions, necessary for living and working in a society characterized by race, economic, social and political, religious, gender, disability, sexuality and cultural diversity. Central to diversity courses is contemplative education that awakens a greater understanding of others; develops students' self-understanding; and develops understanding of self in relation to others, in order to promote ethical behaviors and values that support a diverse democracy.

Skills Developed:
1. Understand the histories of diverse groups, patterns of participation and multicultural intersections in the United States;
2. Recognize and analyze structural relationships of power and privilege;
3. Investigate and analyze the historical and social construction, and the intersectionality of race, ethnicity, gender and other categories of identity;
4. Develop inquiry and analysis of the complexities of multiple and competing theories of race, class, gender, ethnicity, disability, age, sexuality, nationality and religion, how they shape and are shaped by social and cultural life in the United States;
5. Cultivate awareness of the transnational flows of ideas, capital and people; and, how they are related to phenomena such as transnationalism, diaspora, globalization and global culture;
6. Develop cross-cultural communication and interaction within and across difference.
5. Explore contemplative perspectives and mind-training within artistic processes.

**Psychology (PSY – 6 cr)**

By exploring multiple perspectives and training in a variety of techniques, courses in this spoke provide a psychological foundation for understanding oneself and others. The understanding of people is approached from both theoretical and experiential perspectives. Relevant psychological theories include behavioral, cognitive, perceptual, psychodynamic, humanistic, transpersonal, contemplative, somatic, family systems and interpersonal dynamics. Experiential learning cultivates a deeper awareness of one’s own assumptions, beliefs, personal history, habitual patterns, bodily experience and interpersonal relationships.

**Skills Developed:**
1. Understand fundamental psychological theories and their applications;
2. Engage in scientific reasoning and objective analysis;
3. Critically examine personal experience, assumptions and beliefs;
4. Foster familiarity with and compassion for psychological diversity.

**Complex Systems (CS – 6 cr)**

In order to effectively engage complex personal, local and global issues, students must acquire tools for understanding, describing and analyzing complex systems from a holistic perspective. Through the study of ecosystems, economies, cultures and other complex systems, students learn to discern, describe and work with seemingly independent elements that actually function as parts of interdependent systems. Students develop analytical tools in order to analyze data, describe patterns and think in terms of interconnections and long range impacts. These courses help students develop compassionate views as well as practical skills to help heal and restore systems.

**Skills Developed:**
1. Identify principles of scientific reasoning including current evolving perspectives;
2. Recognize basic principles of ecology;
3. Describe systems at multiple levels from the quantum to the cellular, ecosystem, human and global;
4. Evaluate and implement long and short range goals.

*One of the most significant systems in our world is the natural environment. Therefore, 3 credits of the Complex Systems requirement must be fulfilled by an “environmental awareness” course.*

**Civic Engagement (CE – 6 cr)**

Civic Engagement courses provide students with opportunities to develop a set of public skills that will allow them to act effectively in the world. Civic engagement courses teach students to approach public problems with humility and creativity. Students learn to work with, rather than for communities. They develop a willingness to listen, to act with a diverse group of stakeholders and to use resources, knowledge and passions to support strong communities.

**Skills Developed:**
1. Think critically and entertain multiple perspectives around controversial social issues;
2. Practice public speaking skills of dialogue, deliberation and negotiation around complex public problems;
3. Critically reflect and act on their role and responsibility as democratic citizens;
4. Understand the role of power, privilege and difference in community development;
5. Research the historical and cultural significance of public issues and problems;
6. Develop skills for working effectively in groups.

*This requirement is fulfilled by the two-semester Second Year Seminar sequence.*

**Writing, Rhetoric and Information Fluency (WR – 6 cr)**

At Naropa University, students acquire an understanding of the writing process—from generating and drafting ideas to revising and editing texts—across a range of rhetorical tasks and genres. They practice the art of scholarly investigation—building a set of research, writing and presentation skills—that enables them to make informed choices and to adapt their writing to the needs of a particular audience and purpose. They also learn to become proficient critical readers, approaching a variety of texts (literary, theoretical, etc.) with a writer’s awareness of craft and a critic’s ability to interpret and respond to textual meanings and effects. In addition, students develop the information fluency needed in order to critically evaluate and effectively utilize emerging information sources and technologies.

**Skills Developed:**
1. Rhetorical Knowledge—the ability to respond to a variety of rhetorical situations through writing in several genres and understanding how genres shape reading and writing;
2. Critical Thinking, Reading and Writing—the ability to use writing and reading for inquiry, learning, thinking and communication; the ability to understand and question the relationships of language, knowledge and power;
3. Writing Process—the ability to develop flexible strategies for generating, drafting, revising, editing and proofreading; the ability to critique one’s own and others’ work; the ability to use later invention and rethinking to revise work;
4. Information Literacy—the ability to find and evaluate useful, timely, relevant, accurate and authoritative sources to support a position as well as the ability to think critically about information and the sources from which it comes, including inherent biases and conflicts of interest.
Courses That Fulfill the Eight Spokes

Some courses are open to program students only, have prerequisites or are offered alternative semesters or years. For the most accurate details, check the course schedule at www.naropa.edu/registrar. Some courses fulfill more than one category; the abbreviation in the parentheses after the title indicates the other category it satisfies. The notation (SAP) following the course title indicates that the course is offered through a study abroad program.

Key to Eight Spoke Abbreviations

AP Artistic Process
CE Civic Engagement
CHS Cultural and Historical Studies
CP/WW Contemplative Practices and World Wisdom Studies
CS Complex Systems
DIV Diversity and Multicultural Awareness
PSY Psychology
WR Writing, Rhetoric and Information Fluency

Key to Course Abbreviations

Most departments offer courses that fulfill one or more of the eight core area requirements. They bear the following designators:

ANT Anthropology
ART Visual Arts
DIV Diversity
ECE Early Childhood Education
ENV Environmental Studies
FYS First Year Seminar
HUM Humanities
INTD Interdisciplinary Studies
MUS Music
PFAR Performing Arts
PSYB Contemplative Psychology
REL Religious Studies
SOC Social Sciences
SYS Second Year Seminar
TRA Traditional Eastern Arts
WRI Writing & Poetics
WRL Writing & Literature

COURSES THAT FULFILL THE ARTISTIC PROCESS REQUIREMENT

ART 101 Art Lab: Studio and Inquiry (3)
ART 102 Pottery from the Earth (3)
ART 105 Art and Consciousness: Mixed Materials and Self-Exploration (3)
ART 116 Photography I (3)
ART 125 Introduction to Drawing (3)
ART 130 Color Theory (3)
ART 137 Brush Stroke I (3) (CP)
ART 155 Figure Drawing I (3)
ART 180 Sculpture (3)
ART 181 Traditional Chinese Brush Stroke I (3) (CP)
ART 200  The Contemplative Artist (3) (CP)
ART 206  Tibetan Scroll Painting (SAP) (2)
ART 215  Watercolor (3)
ART 216  Photography II (3)
ART 233  Thangka Painting; Appreciation of Himalayan Buddhist Art (3) (CP)
ART 237  Brush Stroke II (3) (CP)
ART 245  Painting I (3)
ART 255  Figure Drawing II (3)
ART 260  Calligraphy and Book Arts (3)
ART 281  Traditional Chinese Brush Stroke II (3) (CP)
ART 311  Mixed Media (3)
ART 316  Photography III (3)
ART 325  Advanced Drawing (3)
ART 333  Thangka Painting II (3) (CP)
ART 337  Brush Stroke III (3) (CP)
ART 345  Painting II (3)
ART 383  Thinking Photography (3)
ART 433  Thangka Painting III (3) (CP)
ART 437  Brush Stroke IV (3) (CP)
ART 443  Thangka Painting IV (3) (CP)
MUS 100  Musical Beginnings: An Introduction to Musical Fundamentals (3)
MUS 110  African Marimba Ensemble (2)
MUS 205  Classical Indian Tabla (SAP) (2)
MUS 215  Sabar Drumming (3)
MUS 225  Balinese Gamelan Orchestra (2)
MUS 230  Improvisation (2)
MUS 265  Jazz Ensemble (2)
MUS 280  Recording Studio I (3)
MUS 400  Composition (3)
PFAR 103  Dance and Theater Studies 1: Wisdom of the Body (3)
PFAR 203  Dance and Theater Studies II: Investigating Performance (3)
PFAR 240  Contact Improvisation (3)
PFAR 245  Dance of Africa I (3)
PFAR 250  Acting Essentials I (3)
PFAR 311  Performance Practicum: Bewildering the Eye, Enticing the Ear (3)
PFAR 325  Voice and Sound I (3)
PFAR 340  Afro Modern Dance (1.5)
PFAR 345  Dance of Africa II (3)
PFAR 375  Contemplative Dance Practice (3) (CP)
PFAR 380  Dance Technique: Luscious Movement I (3)
PSYB 245W  Process Painting and Meditation (1) (PSY)
REL 250  Spirituality and Creative Expression (3) (WWW)
TRA 120  Ikebana (3) (CP)
WRI 207  Intro to Creative Writing (3)
WRI 300  Poetry Workshop: Finding Your Fire (3)
WRI 301  Prose Workshop: Intro to Fiction Writing (3)
WRI 310  Reading & Writing: The Magic of Realism (3)
WRI 311  Reading & Writing: Poetic Operation (3)
WRI 320  Writing Poetry: The Sky Is Not a Mirror (3)
WRI 321  Writing Fiction: Experiments with Narration (3)
WRI 380  Eco-Lit (3)
WRI 400  Poetry Workshop: Extending Your Voice (3)
WRI 407  Reading and Writing (3)
WRI 408  Reading and Writing: Beatnik 101 (3)
WRI 410  Writing Poetry: Writing the Poems (3)
WRI 411  Writing Fiction (3)
WRI 429  Contemplative Poetics (3) (CP)
WRI 431  The Art of the Essay (3)
WRI 322W  Poetry Practicum (1)
WRI 326W  Poetry Practicum: Haiku, Linked Verse, & the Bioregion (1)
WRI 327W  Prose Practicum (1)
WRI 330W  Writer’s Practicum (1)
WRI 367W  Writer’s Practicum: Designing a Writing Workshop (2)

COURSES THAT FULFILL THE CIVIC ENGAGEMENT REQUIREMENT

ART 371  The Artist’s Responsibility as Self and Citizen (3)
ECE 450  Supervised Teaching Practicum (3)
HUM 330/331  Democracy, Education and Social Change (3)
PSYB 217  Cultural Diversity (2) (DIV)
PSYB 425  Contemplative Psychology II: Compassionate Outreach (1–3) (PSY)
REL 312  Spiritual Models of Social Action (3) (WWW)
REL 252  Contemplative Approaches to Social Action and Peacemaking (3)
SOC 202  Orientation Leadership Training (3)
SOC 209  Group Dynamics and Leadership: Creating Compassionate Community (3) (PSY)
SYS 210  Second Year Seminar: Dialogue and the Art of Peacemaking (3)
SYS 211  Second Year Seminar: Integral Politics (3)
SYS 212  Second Year Seminar: Public Achievement Project (3)
WRI 481  Project Outreach (3)

COURSES THAT FULFILL THE COMPLEX SYSTEMS REQUIREMENT

ECE 320  Body Mind Development and Expression (3)
ENV 100*  Physical Geography: Beholding the Body of the Earth (3)
ENV 215  Sustainability (3)
ENV 220  Ecology and Systems Theory (3)
ENV 228*  Ecopsychology Training (3)
ENV 238*  Survival Skills (3)
ENV 245*  Geography: Pilgrimage and Sacred Landscape (3)
ENV 250  Nature, the Sacred and Contemplation (3) (CP)
ENV 260*  Applied Horticulture (3)
ENV 285  Indigenous Environmental Issues (3) (DIV)
ENV 311*  Plant Ecology (3)
ENV 315*  Deep Ecology in Context (3)
ENV 321*  Geology (3)
ENV 326  Global Corporatism (3)
ENV 342*  Advanced Applied Horticulture (3)
ENV 351*  Wildlife Ecology (3)
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<td>Environmental Justice (3) (DIV)</td>
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<td>PSYB 100</td>
<td>Anatomy (3)</td>
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<td>PSYB 223</td>
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<td>PSYB 421</td>
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<td>PSYB 421</td>
<td>Scientific Research into Conscious Experience (1–3)</td>
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<td>REL 322*</td>
<td>Sacred Earth (3) (WW)</td>
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*These courses fulfill the 3-credit Environmental Awareness requirement within Complex Systems.

### COURSES THAT FULFILL THE
### CONTEMPLATIVE PRACTICES REQUIREMENT

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<td>ART 181</td>
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<td>ART 281</td>
<td>Traditional Chinese Brush Stroke II (3) (AP)</td>
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<tr>
<td>ART 333</td>
<td>Thangka Painting II (3) (AP)</td>
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<td>ART 337</td>
<td>Brush Stroke III (3) (AP)</td>
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<td>ART 433</td>
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<td>ART 437</td>
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<td>ECE 200</td>
<td>Foundations of Contemplative Education (3)</td>
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<td>ECE 404</td>
<td>Maitri and Learning Styles (3)</td>
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<tr>
<td>ENV 250</td>
<td>Nature, the Sacred and Contemplation (3) (CS)</td>
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<td>PFAR 375</td>
<td>Contemplative Dance Practice (3) (AP)</td>
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<td>PSYB 215</td>
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<td>PSYB 325</td>
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<tr>
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<td>REL 160</td>
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<td>Meditation Practicum I (3) (WW)</td>
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<td>REL 175</td>
<td>Meditation Practicum II (3) (WW)</td>
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<td>Monthlong Meditation Intensive (1.5–6) (WWW)</td>
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<td>TRA 105</td>
<td>Meditation Practicum: Sikkim (SAP) (1)</td>
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<td>TRA 110</td>
<td>Shambhala Meditation Practicum I (3) (WWW)</td>
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<td>TRA 114</td>
<td>Indian Devotional and Raga Singing (2)</td>
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<td>TRA 120</td>
<td>Ikebana (3) (AP)</td>
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<td>TRA 130</td>
<td>Exploring the Traditional Eastern Arts (2)</td>
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<td>TRA 233</td>
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<td>TRA 260</td>
<td>Mudra Space Awareness (3) (PSY)</td>
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<td>TRA 305</td>
<td>Tai-chi Ch’uan: Level III (1–3)</td>
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<td>Aikido III (3)</td>
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<td>TRA 333</td>
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<td>WRI 429</td>
<td>Contemplative Poetics (3) (AP)</td>
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### COURSES THAT FULFILL THE
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<td>REL 158W</td>
<td>The Breeze of Simplicity: Introduction to Tibetan Buddhism (1) (CP)</td>
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<td>REL 160</td>
<td>Meditation Practicum I (3) (CP)</td>
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<td>Meditation Practicum II (3) (CP)</td>
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<td>REL 200</td>
<td>Introduction to Buddhism: Touching</td>
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<td>REL 210</td>
<td>Enlightenment with the Body (3) (CP)</td>
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<td>REL 240</td>
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<td>REL 245</td>
<td>Mahayana Buddhism: Path of Compassion (3)</td>
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<td>REL 250</td>
<td>Spirituality and Creative Expression (3) (AP)</td>
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<td>Monthlong Meditation Intensive (1.5–6) (CP)</td>
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<td>REL 310</td>
<td>Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)</td>
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<td>REL 312</td>
<td>Spiritual Models of Social Action (3) (CE)</td>
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<td>REL 314</td>
<td>Contemplative Islam (3)</td>
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<td>REL 321</td>
<td>Introduction to Jewish Mysticism (3)</td>
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<td>REL 384</td>
<td>Buddhist Traditions: Sikkim (SAP) (3)</td>
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<td>TRA 100</td>
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### COURSES THAT FULFILL THE
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<td>ART 301</td>
<td>Visual Arts Prehistory through the 18th Century (3)</td>
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<td>ART 351</td>
<td>Visual Arts 19th, 20th and 21st Century (3)</td>
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<tr>
<td>ENV 307</td>
<td>History of the Environmental Movement (3)</td>
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<td>ENV 326</td>
<td>Global Corporatism (3) (CS)</td>
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<td>FYS 115</td>
<td>Mavericks, Masks and Matrices (3)</td>
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<td>FYS 119</td>
<td>History of the Avant-Garde (3)</td>
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<td>FYS 120</td>
<td>The Invention of Landscape/Explorations and Interpretations (3)</td>
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<td>FYS 121</td>
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<td>The Socially Engaged Imagination (3) (WR)</td>
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<tr>
<td>HUM 235</td>
<td>Western Philosophy I: The Fox and the Hedgehog (3)</td>
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<tr>
<td>HUM 324</td>
<td>Twentieth-Century African American Thinkers (3) (DIV)</td>
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<tr>
<td>HUM 358</td>
<td>The Making of Modern India (3)</td>
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<tr>
<td>HUM 404</td>
<td>Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (3) (DIV)</td>
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<tr>
<td>HUM 406</td>
<td>Democracy in the United States of America, 1919–1968 (3) (DIV)</td>
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<td>REL 210</td>
<td>Religion in Human Experience (3) (WWW)</td>
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<td>REL 212</td>
<td>Queer Theory, Feminism and Religion (3) (DIV)</td>
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<tr>
<td>REL 240</td>
<td>Foundations of Buddhism (3) (WWW)</td>
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<td>REL 262</td>
<td>Queer Ethics: Feminism, Queer Theory and Religion II (3) (DIV)</td>
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<tr>
<td>REL 345</td>
<td>Zen Buddhism (3) (WWW)</td>
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<td>REL 349</td>
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<td>REL 252</td>
<td>Contemplative Approaches to Social Action and Peacemaking (3) (CE)</td>
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<td>WRI 374</td>
<td>Literature in History—History in Literature (SAP) (3)</td>
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<td>WRI 375</td>
<td>Contemporary Czech Culture (SAP) (3)</td>
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<td>WRI 436</td>
<td>Trends in Contemporary Literature: Introduction to Feminist Criticism (3) (DIV)</td>
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<tr>
<td>WRL 234</td>
<td>Creative Writing and Literature Seminar (3) (WR)</td>
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**COURSES THAT FULFILL THE DIVERSITY AND MULTICULTURAL AWARENESS REQUIREMENT**

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<td>Indigenous Environmental Issues (3) (CS)</td>
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<td>HUM 324</td>
<td>Twentieth-Century African American Thinkers (3) (CHS)</td>
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<td>HUM 404</td>
<td>Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (3) (CHS)</td>
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<td>HUM 406</td>
<td>Democracy in the United States of America, 1919–1968 (3) (CHS)</td>
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<td>PSYB 217</td>
<td>Cultural Diversity (2) (CE)</td>
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<td>REL 212</td>
<td>Queer Theory, Feminism and Religion (3) (CHS)</td>
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<td>WRI 436</td>
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**COURSES THAT FULFILL THE PSYCHOLOGY REQUIREMENT**

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<tr>
<td>PSYB 101</td>
<td>Introduction to Western Psychology (3)</td>
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<td>PSYB 206</td>
<td>Introduction to Dance Therapy (2)</td>
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<td>PSYB 208</td>
<td>Embodying Process and the Individual (2)</td>
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<td>PSYB 209</td>
<td>Herbal Medicine (2)</td>
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<td>PSYB 223</td>
<td>The Psychology of the Five Elements I (2) (CS)</td>
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<td>PSYB 225</td>
<td>Family Systems (2) (CS)</td>
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<td>PSYB 234</td>
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<td>Psychological and Social Systems (3) (CS)</td>
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<td>PSYB 255</td>
<td>Process Painting and Meditation (1) (AP)</td>
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<td>PSYB 260</td>
<td>Body Mind Centering (3)</td>
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<td>PSYB 277</td>
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<td>PSYB 285</td>
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<td>PSYB 304</td>
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<td>PSYB 308</td>
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<td>PSYB 325</td>
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<td>PSYB 328</td>
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<td>PSYB 330</td>
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<td>Introduction to Jin Shin RNA: A System of the Treatment of Shock and Trauma (2)</td>
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<td>PSYB 346</td>
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<td>PSYB 348</td>
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<td>Learning from Trauma: Understanding its Effects and Building Personal Resources (2)</td>
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<td>PSYB 421</td>
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**COURSES THAT FULFILL THE WRITING, RHETORIC AND INFORMATION FLUENCY REQUIREMENT**

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<td>WRL 234</td>
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**University of Colorado Consortium Agreement**

The consortium agreement is an agreement between Naropa University and another accredited college or university that allows students to take courses at another
institutions without taking a leave of absence at Naropa. This agreement also allows, with some restrictions, for students to use Naropa financial aid at another institution. This program is primarily used for students to take a course at the University of Colorado while still attending Naropa or one of Naropa’s study abroad programs or to 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. Please see “Special Study Opportunities” on p. 49.

**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 an academic course work, formal meditation and a variety of contemplative practices, students deepen their love of learning and gain a more thorough understanding of the sacredness and interconnectedness of life. Students at Naropa have the opportunity to study abroad during their sophomore, junior and fall semester of their senior year. A minimum grade point average of 3.0 is required to apply for the programs. Please visit the Office of International and Intercultural Education for application procedures and admission criteria.

**CORE PROGRAM COURSES**

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

- **e** Online course
- **FA** Offered in fall
- **SP** Offered in spring
- **SU** Offered in the summer
- **FA/SP** Offered in both fall and spring

**DIVERSITY SEMINAR (DIV)**

**DIV 150**

Diversity and Multiculturalism in America (3)

This course builds awareness and understanding of cultural diversity in the United States by exploring the multicultural history of the United States and its intersections and examining theoretical and philosophical frameworks for understanding identity, culture and oppression. The course emphasizes development of knowledge, critical thinking, analytical skills, and interpersonal and intergroup interactions, necessary for living and working in a society characterized by racial, economic, social, political, religious, gender, disability, sexuality and cultural diversity. Through diversity and contemplative education, students can awaken greater understanding of others, self-understanding and understanding of self in relation to others, in order to promote ethical behaviors and values that support a diverse world. FA/SP.

**FIRST YEAR SEMINAR (FYS)**

**FYS 105**

Foundations for Success on a Naropa Journey (1)

Foundations for Success on a Naropa Journey is designed to enhance students’ learning both in the classroom and beyond. The content and the format provide support on interpersonal, interpersonnel and community levels. The topics were designed by students and staff to offer students an opportunity to deepen the Naropa experience and transition into college life. FA/SP.

**FYS 115**

First Year Seminar: Mavericks, Masks, and Matrices (3)

A broad survey of innovative people, upsetting the status quo from the fringes and impacting the center to create cultural paradigm shifts. Class sessions are lectures and dialogues on weekly readings and experiential assignments from a wide range of primary sources in literature and in art. Representing ancient cultures to the modern world in both the East and West, these voices speak to us firsthand in their writings, art and activities. Students submit weekly responses to readings, make in class presentations, produce a thesis paper and are tested on the readings. The class addresses targeted pedagogical goals in information literacy (writing and rhetoric), historical consciousness, global, intercultural and multicultural awareness, critical thinking and analysis. FA.

**FYS 119**

First Year Seminar: History of the Avant-Garde (3)

This seminar is a broad survey of the avant-garde from its roots in early modernism to contemporary manifestations in the fine and performing arts. Class sessions are conducted as dialogues on 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 lower-division pedagogical goals in the areas of historical consciousness, aesthetic judgment, and writing and rhetoric, and fulfills the general education requirement in Cultural and Historical Studies. FA/SP.

**FYS 120**

First Year Seminar: The Invention of Landscape/Explorations and Interpretations (3)

This course examines the relationship of landscape to nature and culture by critically reading texts and viewing slides that situate, problematize and contextualize such topics as utopia, pastoralism and wilderness as categories of belief. We examine landscape as the ground on which belief systems about gender, identity and power are formed and where mystical revelation may occur. We view work of contemporary artists who use landscape as their subject and as sites that reflect violence, dominance and intimidation. Pedagogical goals include information literacy (writing and rhetoric), aesthetic judgment (understanding creative expressions and responses), and historical consciousness. FA/SP.
**FYS 121**
First Year Seminar:
Mythopoeis: Cosmologies and Cosmogonies (3)
From cave paintings to the big bang, we explore the ways ancient human cultures have thought about the divine or the transcendent in making meaning for their societies. The primary focus is the oral and literary traditions of Gilgamesh, Hesiod's Theogony, The Elder Eddas and select texts from India and Central America. We explore the mythmaking process from Jungian and other perspectives. Students engage projects about creation, end time, fertility, gender, heroic journey and the role of ritual. Targeted goals are global awareness, cultural and communication literacy, and aesthetic practice. SP

**SECOND YEAR SEMINAR (SYS)**

**SYS 210**
Second Year Seminar:
Dialogue and the Art of Peacemaking (3)
Students become acquainted with various philosophies and practices of peacemaking, examine case studies and engage in public work with local and global peace, justice and reconciliation communities. Topics include international human rights, peace psychology and the role of conflict in our own lives. FA/SP

**SYS 211**
Second Year Seminar:
Integral Politics: A Potential Third Way in U.S. Politics & Political Theory (3)
There is a growing desire among political theorists and activists in America and around the world to move beyond the polarization of conservative vs. liberal politics. This course explores a possible Third Way in American Politics, applying Ken Wilber's integral approach and the Spiral Dynamics work of Clare W. Graves and Don Beck to political theory and the U.S. political scene. The class is conducted seminar-style with a parallel focus on community learning. In order to ground their work in experiential learning, students are required to engage in three hours per week community service placement working on a local, state or national political issue. FA/SP

**SYS 212**
Second Year Seminar:
Public Achievement Project (3)
In this class students examine the role of citizens in a democracy. Through readings, discussions and hands-on projects, we examine concepts of self-interest, power, public and private persons, free spaces and democracy. Students develop public skills that allow them to act in the public sphere. They write a political autobiography that examines and uncovers their interests and then learn the art of conducting one-on-one interviews to discover classmates and community members with similar experiences and passions. Students break into small issue groups and research local, national and/or global issues that matter to the group. Based on this research, students identify, plan and implement a community-oriented, field-based project. FA/SP

**WRITING AND LITERATURE (WRL)**

**WRL 105**
Writing Seminar I: Art of the Engaged Writer (3)
This course is designed to meet students where they are as writers and stretch their thinking and writing in new directions. We focus on the creative alongside the critical, the imaginative next to the academic. The workshop begins with first-person inquiry and moves toward formally constructed essays. We explore a number of generative and probative writing experiments to locate, identify and develop ideas before attempting the essay, asking students to arrive at different registers of critical thinking and reasoning about the subjects. Finally, each essay goes through multiple drafts as students become objective workshop readers who critique in a supportive manner. FA/SP

**WRL 225**
Writing Seminar II: Art of the Scholar (3)
Writing Seminar I focused on meeting students where they are as writers. In Writing Seminar II, students meet themselves not only as writers, but also as burgeoning scholars. Students practice the art of scholarly investigation—building a set of research, writing and presentation skills that support their undergraduate education. Each section reads a text and analyzes it through a number of lenses—cultural, historical, psychological, spiritual, literary, educational and so on. Students are responsible for discovering resources in specific areas and for presenting these resources to the class. The semester culminates in a 10–15 page research paper related to class discussions but in students' desired discipline. FA/SP
“Learning is the interplay of discipline and delight.”
—Chögyam 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. The intention of the program is for its students to become courageously genuine and empathetically transformative teachers. 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 department offers a Bachelor of Arts in Early Childhood Education, a low-residency Master of Arts in Contemplative Education and an Alternative Licensure Program open to all students who have completed their BA. Minors in Early Childhood Education and Contemplative Education as well as a certificate program in Early Childhood Education are also available.
CONTEMPLATIVE EDUCATION DEPARTMENT

Chair: Richard Brown
Administrative Coordinator and Graduate Advisor: Michael Giordo
Undergraduate Advisor: Deb Roach
Core Faculty: Richard Brown, Lee Worley, Deborah Young
Adjunct Faculty: Michele Blumberg, Katie Doyle, Sebo Ebbens, Michael Giordo, Gene Hooley, Margot Iseman, Darlene Lorrain, Cynthia Moku, JoAnn Robinson, Genet Simone, Kristin Suppan, Mindy Upton

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 Alaya Preschool, Naropa's 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 Waldorf, Montessori, Shambhala and Reggio Emilia. Teaching skills grow from firsthand observation practice and course study with master teachers in a variety of contemplative preschool settings. Other studies involve experiential 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;
• a sample paper already submitted to a college course.

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)
ECE 380 Observing Early Development I (3)
SUBTOTAL 6

Second Semester
ECE 310 Kindergarten Magic (2)
ECE 330 Holistic and Contemplative Teaching Traditions* (3)
ECE 385 Observing Early Development II (3)
ECE 393 Issues in Education: The Mary Culkin Series (3)
SUBTOTAL 11

Third Semester
ECE 340 Seasonal Curriculum: Elements in Education (2)
ECE 404 Matri and Learning Styles* (3)
ECE 430 Teaching Young Children (3)
SUBTOTAL 8

Fourth Semester
ECE 420 Energy and Expression in the Classroom (2)
ECE 450 Supervised Teaching Practicum (3)
SUBTOTAL 5

TOTAL CREDITS 30
*These courses have a meditation requirement.

ECE Elective Courses
ECE 320 Body Mind Development (3)
ECE 352 Poverty Matters (3)
**Internship**
The culmination of the BA degree is the internship program in which students apprentice with experienced teachers in affiliated contemplative preschools. This highly individualized on-the-job training helps students develop and refine their teaching skills in exemplary educational environments.

Early Childhood Education majors are required to minor in either Visual Arts or Traditional Eastern Arts. (See specific department for requirements of the minor)

**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, contemplative approach to teaching and learning.

This low-residency, 36-credit degree program is primarily offered online and joins the wisdom and skillful means of Eastern meditative traditions with Western holistic educational methods and insights. Based on the principles and practices of mindfulness and awareness primarily from the Tibetan contemplative traditions, the curriculum offers a path of personal nourishment and effective pedagogy.

The New Focus Option—Education Beyond the Classroom (EBC)—welcomes non-teachers to apply to the MA Contemplative Education program. The New Focus Option is open to those interested in directing their study beyond the program’s existing central emphasis on pedagogy and curriculum design. While new focus students are required to take all the existing courses in the MA Contemplative Education program, they can tailor selected course assignments to meet their individual interests. Education Beyond the Classroom students are required, as are all students in the program, to integrate contemplative personal experience, daily life applications and relationship skills into their course work.

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 spring online course. The program is completed during the third summer conference with the thesis presentation. Summer retreats are typically held from late June to mid-July at Shambhala Mountain Center in Red Feather Lakes, Colorado, and focus on the contemplative transformation of the teacher. Online semesters apply contemplative approaches to each student’s classroom, as well as extend academic studies of spiritual approaches to teaching, learning and human emotional development.

**Minor in Contemplative Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECE 200</td>
<td>Foundations of Contemplative Ed.</td>
<td>3</td>
</tr>
<tr>
<td>ECE 330</td>
<td>Holistic &amp; Contemplative Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ECE 404</td>
<td>Maitri &amp; Learning Styles</td>
<td>3</td>
</tr>
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**TOTAL CREDITS: 9**

**Minor in Early Childhood Education**

**Required Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECE 200</td>
<td>Foundations of Contemplative Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose from the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 310</td>
<td>Kindergarten Magic</td>
<td>2</td>
</tr>
<tr>
<td>ECE 380</td>
<td>Observing Early Development I</td>
<td>3</td>
</tr>
<tr>
<td>ECE 385</td>
<td>Observing Early Development II</td>
<td>3</td>
</tr>
<tr>
<td>ECE 420</td>
<td>Energy and Expression in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ECE 430</td>
<td>Teaching Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 9–10**

**Certificate Program in Early Childhood Education**

A one-year certificate program in Early Childhood Education is available. Please see www.naropa.edu/spirited for more information. The certificate in Early Childhood Education is not a teaching certificate, but is designed for those who wish to immerse themselves in a contemplative education program for one year.

The department does not currently meet all the state of Colorado requirements for director certification and is working towards this goal. Students can contact the department for suggested off-campus courses and inter-departmental courses that will support their application.

**Alternative Teacher Licensure Program**

Naropa University is a designated agency for the Colorado Department of Education and can offer Alternative Teacher Licensure for anyone who has completed a BA and is working on, or has finished, their MA. These degrees do not have to be from Naropa University. Please see the department web page www.naropa.edu/spirited for more information.
ADMISSION REQUIREMENTS:
MA CONTEMPLATIVE EDUCATION
1. Standard graduate admission requirements (see p. 20)
2. Supplemental Application
3. Technology Form
4. Phone or In-person interview
5. A basic academic background in the areas of child and/or human development
6. Previous teaching experience at any level of instruction or commitment to work in the field of education (except for EBC applicants)
7. A willingness to participate in mindfulness meditation and related awareness exercise as an integral part of the academic journey

REQUIREMENTS:
MA CONTEMPLATIVE EDUCATION
First year, summer
EDS 500W Summer Education Conference I (1)
EDS 600 Presence in Teaching (2)
EDS 605 The Contemplative Teacher (3)
EDS 625 Community Practice Seminar I (1.5)
SUBTOTAL 7.5

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

First year, spring (online)
EDS 615e Perspectives in Sacred Learning (3)
EDS 665e Compassionate Teaching (3)
SUBTOTAL 6

Second year, summer
EDS 550W Summer Education Conference II (1)
EDS 700 Contemplative Curriculum (2)
EDS 705 Matri in Education (3)
EDS 715 Community Practice Seminar II (1.5)
SUBTOTAL 7.5

Second year, fall (online)
EDS 720e Spiritual Roots of Development (3)
EDS 735e Buddhist Educational Heritage (3)
SUBTOTAL 6

Second year, spring (online)
EDS 880e Thesis Seminar (2.5)
SUBTOTAL 2.5

Second year, summer
EDS 800W Summer Education Conference III (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.naropa.edu/spirited.

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

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

e Online course
FA Offered in fall
SP Offered in spring
SU Offered in the summer
FA/SP Offered in both fall and spring

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 Shambhala/Buddhist approaches to contemplative education and studying the principles of Holistic education, we engage in creating a dynamic and fluid philosophical ground from which to build. Students learn to work with their minds directly, gently and creatively. During the class they develop practices in mindfulness/awareness, sensory awareness and contemplative educational observation. These practices enable students to better understand themselves and children without prejudice and aggression. Students are instructed in sitting meditation and are required to have a regular meditation practice. FA.

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 create an environment for each other to work with those skills and discover their own creative impulse in relationship to sharing the magic. FA.

ECE 320
Body Mind Development and Expression (3)
This course is the study and experience of basic early movement as it relates to the education of young children. The aim is an experiential understanding of the movement patterns that help both students and young children form a relationship with the world. The primary discipline for the course is Body Mind Centering™. Through this practice and

Contemplative Education Department 75
other exercises students experience their own movement patterns in a very direct and transformative way. The class includes studies of early motor development and the functions of the body in movement, as it relates to early education. Alternate FA.

**ECE 330/630**
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 Shambhala, Montessori, Waldorf, Reggio Emilia and others. On-site observations are done in preschools that use these approaches. Students explore and compare these traditions to enhance their development as teachers. In this process they begin to incorporate personally meaningful aspects of these traditions into their own emerging and unique teaching styles. This course has a sitting meditation requirement. SP.

**ECE 340**
Seasonal Curriculum: Elements in Education (2)
The four seasons and the natural elements offer depth and integration in preschool education. This course explores in depth the qualities and attributes that can be developed into a yearly curriculum that integrates music, arts and crafts and more. FA.

**ECE 352**
Poverty Matters (3)
The course explores the beliefs and myths surrounding poverty and its effects on people, the environment and the communities of practice. Opportunities are provided for students to gain a deep understanding of diversity by developing relationships with the people of Jalapa, Nicaragua and participating in a two-week residential program, or by working locally with diverse populations who are economically challenged. It is not necessary to have Spanish as a second language for the work in Nicaragua. SP.

**ECE 380**
Observing Early Development I (3)
This course studies the development of children, ages birth to three with particular emphasis on toddlers and three-year-olds. The approach begins with firsthand contemplative observation, then proceeds to studies of relevant developmental theory within a contemplative context in the areas of body, speech and mind. FA.

**ECE 385**
Observing Early Development II (3)
This course studies the development of children ages four to eight with emphasis on four to six-year-olds. As in Early Development I, the study begins with firsthand contemplative observation and then proceeds to relevant developmental theories within a contemplative context of the areas of body, speech and mind. Prerequisite: ECE 380. SP.

**ECE 393/693**
Issues in Education: The Mary Culkul Series (3)
This class is a public lecture series through which students can learn about a wide variety of issues in the field of education, including early education, higher education and contemplative education. Regional and national leaders address such topics as diversity and multicultural perspectives, public policy, current research, spirituality, leadership and other key issues of interest to educators. Through this broad survey of topics we become connected to the larger education community. There is a companion discussion forum for students taking this for credit. Course work includes relevant readings and response papers relating to each topic. SP.

**ECE 404/604**
Matri and Learning Styles (3)
During this course, students study and practice the traditional five Buddhist energy styles in relation to teaching and learning. Integrated into this approach is an exploration of multiple learning styles. Adapted for Westerners from the tradition of Tibetan yoga, matri training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discreet styles of statement in ourselves and others. Students learn how they might manifest these intrinsic wisdoms in their own educational journeys, in teaching, in curriculum development and in creating learning environments. Prerequisite: Established meditation practice and permission of instructor. FA.

**ECE 420**
Energy and Expression in the Classroom (2)
In this course, the art of teaching through awareness of and synchronizing with the energetic expressions of young children is cultivated. The aim is to develop teaching skills that nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies that address the wide variety of issues within these areas such as behavior, discipline, making transitions, developing an individual sense of body/mind and creating a caring community are studied. Through observations, discussion and experiential exercises, students learn to meet and guide the energetic needs of individuals and groups of young children. Alternate SP.

**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. The class combines lecture/discussion, observation and experiential approaches. Students utilize developmentally appropriate practice and the seven core dispositions of teaching to examine the dynamics of the child, the adult and the environment within a contemplative setting. The class visits each of the internship settings and students are assigned their internship placements for the spring semester. The study of preschool teaching then focuses on the details of that particular philosophy and teacher. FA.
ECE 450
Supervised Teaching Practicum (3)
This practicum provides supervised internship teacher training in a contemplative preschool setting. As the culmination of the BA program, this course is an internship with a skilled teacher who practices contemplative preschool education. Interns practice and are trained in all the skills of teaching a preschool class. Supervision includes regular meetings with the supervising teacher, the teaching team, and the program director. Prerequisite: ECE 430. Open to program students only. SP

ECE 499
Independent Study (1–3)
FA/SP

CONTEMPLATIVE EDUCATION (EDS)

EDS 200W/500W
Summer Education Conference I (1)
This weekend spirituality in education conference begins each summer session of the master’s in Contemplative Education. Also open to the public, the conference features noted leaders in this emerging field and provides opportunities for contact with a variety of holistic learning perspectives. Other aims of the conference are to nurture participants through contemplative practice activities and to establish meaningful relationships and community among educators. Students may also attend the thesis presentations by graduating MA Contemplative Education students. SU.

EDS 250W/550W
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 grounded in the basic contemplative approach and can enter into meaningful dialogue with other educators and traditions. Prerequisite: Completion of EDS 500. SU.

EDS 530e
Emotional Roots of Development (3)
This class studies emotional development from Western and Eastern sources as an access point to engaging one’s spirituality. Course material encourages teachers to cultivate an empathic appreciation of emotional challenges inherent in our humanity across the lifespan. The course covers three aspects: 1) emotion, 2) meaning making and 3) self-reflection. The approach is to explore these topics across development, appreciating how changes in the physical body and the cognitive mind influence core features of development and vice versa. We use observation practices to expand our awareness and apply our understanding. Prerequisite: A teaching practice and experience with meditation. FA.

EDS 600
Presence in Teaching (2)
This course explores the building blocks of form and space as the basis of the art of teaching. Since teachers are improvisational artists, we examine the ingredients for performance: actor and audience. The study includes the topics of presence, projection, intention, ego territories, gesture, emotion, language, story and other forms of communication. We explore contemplative teaching within the laboratory of our body, speech and mind. The goal is to learn how we as teachers can use space awareness and acting training to refine our presence in the classroom and to improvise more freely with our world. SU.

EDS 605
The Contemplative Teacher (3)
At the heart of contemplative education is the wakefulness of the teacher. This course explores contemplative concepts, skills and practices in preparation for the journey of mindful teaching. The basic approach comes from Tibetan meditative traditions, but other Buddhist and contemplative teachers will be studied. Observations and perceptual exercises will complement readings and discussions. Mindfulness-awareness development is experienced both personally and as a component of community learning. SU.

EDS 615e
Perspectives in Sacred Learning (3)
Students study theories and approaches from a variety of traditions in holistic education, as well as current trends. The focus of the course is on ‘sacred learning’ and how various traditions, educators and theorists have attempted to educate in sacred ways. Students learn about the historical roots and evolution of the holistic education movement, which is connected to sacred learning. The purpose of this course is to help students distinguish the main tenets of these different stances and to identify how they converge on the sacred. SP.

EDS 625
Community Practice Seminar I (1.5)
This seminar integrates community life learning and meditation into the students’ summer retreat experience. The course includes small and whole group discussions on emergent and enduring community issues and their implications for classroom teaching. The other component of the course is mindfulness/awareness meditation, the foundation practice of contemplative education. The approach is drawn primarily from Shambhala Buddhism, supplemented by readings from other traditions. Students do sitting and walking group meditation two hours each day, meet with meditation instructors and participate in lectures and group discussions. Loving-kindness meditation will also be introduced and practiced. SU.
EDS 635e
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, liberating sense perceptions, observing natural rhythms, presence in teaching, working with emotions and transitions. The approach is tailored to each student's teaching situation. Readings and discussion support the shift to experiencing teaching as non-sectarian spiritual journey. We read from leaders in the field of contemplative education and from relevant Buddhist and other spiritual teachers. The course requires meditation and online meditation instruction. Prerequisite: open to teachers with an established mindfulness meditation practice. FA.

EDS 665e
Compassionate Teaching (3)
This course, a continuation of EDS 635e, explores and applies compassionate teaching in the classroom. This non-sectarian approach sees education as a personal spiritual journey that brings the teacher's inner life to the art of teaching. We investigate the qualities of generosity, patience, discipline, exertion and knowledge; the dynamics of contemplative learning communities; and compassionate teaching relationships. Readings come from leaders in the field, as well as from relevant Buddhist and other spiritual teachers. The course includes mindfulness-awareness meditation, loving-kindness practice and meditation instruction. Prerequisite: a teaching practice and an established mindfulness-awareness meditation practice. SP.

EDS 700
Contemplative Curriculum (2)
This course studies principles and examples of curriculum derived from mindfulness-awareness-based educational traditions. This study prepares the student for the sacred transformation of learning environments within secular contexts. The study of the Ten Aspects of Knowledge, the curriculum of the ancient Indian Nalanda University, is featured along with other sacred systems. Prerequisite: Completion of Summer Session I. SU.

EDS 705
Maitri in Education (3)
Adapted from the tradition of Tibetan yoga, maitri is a space awareness method for understanding emotions and developing appreciation of discreet styles of statement. The practice in this course begins with a personal, experiential and traditional knowledge of the five energies of this approach. Attention is placed on the individual unfolding and understanding that leads to developing skills for authentic teaching relationships with students, parents, administrators and co-teachers. Arts and contemplative acting exercises are integrated into this course. Prerequisite: Completion of Summer Session I. SU.

EDS 715
Community Practice Seminar II (1.5)
As in EDS 625, this seminar integrates community issues and meditation into the students' comprehensive learning experience. Having experienced online learning community for two semesters, students re-establish their summer community with greater depth. Having explored the effects of meditation themselves as teachers for a year, students study and practice mindfulness/awareness with greater relationship and service dimensions. The more advanced nature of the practice is addressed in discussion groups and in one-to-one encounters with meditation instructors. Loving-kindness meditation continues to be practiced. Prerequisite: Completion of Summer Session I. SU.

EDS 720e
Spiritual Roots of Development (3)
This course investigates theories of the spiritual roots of human development with a focus on the validity and implications of stage theories. It examines contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilber, Washburn, Steiner, Aurobindo and Khan. Implications of these theories for educational theory and practice are drawn. Students have an opportunity to investigate a theorist of their choice. SP.

EDS 735e
Buddhist Educational Heritage: The Five Qualities and the Ten Vidyas (3)
This course studies and applies traditional Buddhist approaches to curriculum and learning styles. We study the Ten Vidyas, also known as the Ten Aspects of Knowledge, from Nalanda, the renowned Buddhist medieval Indian University. The intention is to understand and apply their basic principles to contemporary curriculum, teaching and learning. The other subject is the Five Qualities, a Tibetan mandalic perspective on energy styles that has been applied to education at Naropa University. The course focuses on personal exploration and educational application and includes mindfulness-awareness meditation, loving-kindness practice and meditation discussion. Prerequisite: Classroom teaching experience; mindfulness-awareness meditation practice. FA.

EDS 800W
Summer Education Conference III (0.5)
For graduating students the conference marks the end of the two-year program, a final graduation celebration and the presentation of theses to conference participants, program students and faculty. Prerequisite: Completion of EDS 880e. SU.
EDS 880e
Thesis Seminar (2.5)
This course provides individualized support for students' MA thesis work. Theses develop from three sources: 1. A selected aspect of the students' practical application of contemplative education in their own classroom; 2. Relevant areas of study within the broad field of spirituality in education; 3. The influence of the student's personal spiritual journey in teaching. Thesis topics might include: "Enhancing our Science Curriculum," "Mindful Speech with Children," "Empathy in Parent Conferences," or "Working with Aggression in the Classroom." Thesis work is completed this semester for presentation in EDS 800W. Prerequisite: Completion of all prior MA ED course work. SP.
"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. The department's 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 students to care for the well-being of others.

In keeping with the mission of Naropa University, the curriculum 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 constitutes the organizing theme of students' training.

The department's educational objectives are 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 as well as a minor and certificate program in Contemplative Psychology.
CONTEMPLATIVE PSYCHOLOGY DEPARTMENT

Chair: Peter Gossenbacher  
Administrative Director: Maureen O'Connor  
Advisor: Maya Chamney  
Core Faculty: Frank Berlinski, Susan Burggraf, Jane Carpenter-Cohn, Carole Clements, Peter Gossenbacher  

UNDERGRADUATE STUDY  
Bachelor of Arts in  
Contemplative Psychology  
The Contemplative Psychology major requires 36 credit hours: 27 from the core requirements and 9 from one of the concentrations. The core requirements are divided between courses in psychology and meditation from the Buddhist and Shambhala 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 contemplative community retreat in the fall semester; a service-learning internship within the Boulder/Denver area and a final portfolio of academic papers and projects.

Declaration of Major  
The process of declaring a major in Contemplative Psychology requires the following:  
• a GPA of 3.0;  
• a letter of interest/intention (one to three pages);  
• an interview with the department;  
• PSYB 101.  
The application deadline for declaring a major is October 1 for spring enrollment and March 1 for fall enrollment.

REQUIREMENTS:  
BA CONTEMPLATIVE PSYCHOLOGY  
Core Courses  
PSYB 215 Buddhist Psychology I: Meditation (3)  
PSYB 315 Buddhist Psychology II: Maitri and Compassion (3)  
PSYB 325 Contemplative Psychology I: Compassionate Action (3)  
PSYB 343 Contemplative Community Program Retreat at Shambhala Mountain Center (0.5 for two fall retreats) (1)  
PSYB 345 Developmental Psychology (3)  
PSYB 371 Personality Theories (3) or  
PSYB 373 Social Psychology (3)  
PSYB 420 Abnormal Psychology (3)  
PSYB 425 Contemplative Psychology II: Compassionate Outreach (2)  
PSYB 482 Senior Project Seminar I (3)  
PSYB 483 Senior Project Seminar II (3)  
SUBTOTAL 27  
CONCENTRATION 9  
TOTAL CREDITS 36  

Each concentration has one or more courses required for all students. Students must select additional courses in consultation with their academic advisor to fulfill the concentration requirements.
CONCENTRATION REQUIREMENTS
Contemplative Spirituality and Western Psychology

The Contemplative Spirituality and Western Psychology concentration encourages students to differentiate and to integrate the methods that these two traditions use to investigate the nature of the mind. Students gain deeper insight into the mind’s structures, cognitive and emotional processes, as well as the potential for both neurosis and wisdom.

Required Course

REL 258  Two-Week 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

REL 210  Religion in Human Experience (3)
REL 245  Mahayana Buddhism: The Path of Compassion (3)
REL 258  Additional Two-Week Buddhist Meditation Intensive, Shambhala Mountain Center (3)
REL 321  Introduction to Jewish Mysticism (3)
REL 325  Contemplative Christianity (3)
REL 330  Contemplative Hinduism (3)
REL 345  Zen Buddhism (3)
REL 200-499  Courses in Buddhist studies offered by the Religious Studies Department approved by advisor and with permission of instructor.

Courses in Western Psychology

PSYB 225  Family Systems (2)
PSYB 234  Perception (3)
PSYB 328  Gestalt: Presence (2)
PSYB 330  Introduction to Jungian Psychology (2)
PSYB 333  Hakomi Somatics (3)
PSYB 341  Systems Thinking II: Human Experience (3)
PSYB 348  Gestalt: Western Form of Zen (2)
PSYB 359  Learning from Trauma, Understanding its Effects and Building Personal Resources (2)
PSYB 373  Social Psychology (3)
PSYB 421  Scientific Research into Conscious Experience (0–3)
PSYB 430  Exploring Dreams and Jungian Practice and Beyond (3)
ECE 380  Observing Early Development I (2)
ECE 385  Observing Early Development II (2)
ECE 404  Maori and Learning Styles (3)

TOTAL CREDITS 9

Psychology of Health and Healing

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

Required Course

PSYB 260  Approaches to Healing (3)

Choose 6 credits from the following:

PSYB 208  Embodiment Process and the Individual (2)
PSYB 209  Herbal Medicine (3)
PSYB 223  The Psychology of the Five Elements I (3)
PSYB 239  Nutrition (2)
PSYB 277  Introduction to Body Psychology: Embodiment Awareness (2)
PSYB 323  The Psychology of the Five Elements II (3)
PSYB 333  Hakomi Somatics (3)
PSYB 336  Introduction to the Jin Shi Tani Approach: The Treatment of Shock and Trauma (2)
PSYB 346  Tibetan Medicine I (2)
PSYB 359  Learning from Trauma, Understanding its Effects and Building Personal Resources (2)
PSYB 446  Tibetan Medicine II (2) (Offered every other year)

TOTAL CREDITS 9

Transpersonal and Humanistic Psychology

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

Required Courses
PSYB 350 Humanistic Psychology (2)
PSYB 354 Introduction to Transpersonal Psychology (2)

Choose 5 credits from the following:
PSYB 225 Family Systems (2)
PSYB 234 Perception (3)
PSYB 328 Gestalt: Presence (2)
PSYB 330 Introduction to Jungian Psychology (2)
PSYB 333 Hakomi Somatics (3)
PSYB 341 Systems Thinking II: Human Experience (3)
PSYB 348 Gestalt: Western Form of Zen (2)
PSYB 359 Learning from Trauma, Understanding its Effects and Building Personal Resources (2)
PSYB 421 Scientific Research into Conscious Experience (0–3)
PSYB 430 Exploring Dreams: Jungian Practice and Beyond (3)
ECE 380 Observing Early Development I (2)
ECE 385 Observing Early Development II (2)
ECE 404 Matri and Learning Styles (3)

TOTAL CREDITS 9

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

Required Courses
PSYB 308 Expressive Arts in Healing (3)
PSYB 470* Expressive Arts: Working with Others (2)

*offered every other year

Choose 4 credits from the following:
PSYB 206 Introduction to Dance Movement Therapy (2)
PSYB 208 Embodying Process and the Individual (2)
PSYB 245W Process Painting and Meditation (1)
PSYB 277 Introduction to Body Psychology: Embodying Awareness (2)
PSYB 366 Visual Arts: Imagery in Healing (2)
PSYB 372 Presence: Voice and Sound (3)
PSYB 378 Music, Self and Others: Exploring Intra- and Interpersonal Dynamics through Music (2)
PSYB 421 Scientific Research into Conscious Experience (0–3)
ART 200 The Contemplative Artist (3)
ECE 320 Body Mind Development and Expression (3)
MUS 230 Improvisation (2)

PFAR 320 Authentic Movement (3)
PFAR 375 Contemplative Dance Practice (3)
TRA 260 Mudra Space Awareness (3)

TOTAL CREDITS 9

Contemplative Psychology Minor
To minor in Contemplative Psychology, students may choose any 9 credits from PSYB courses.

Courses in the BA Contemplative Psychology Department run exclusively in the fall and spring semesters. Please see course descriptions to find out when each course is offered.

Certificate Program in Contemplative Psychology
The 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.

Required Courses
PSYB 215 Buddhist Psychology I: Meditation (3)
PSYB 325 Contemplative Psychology II: Compassionate Action (3)
Western Psychology Class (3)
Electives in Psychology (9–12)
General Electives (12)

TOTAL CREDITS 30

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

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

e Online course
FA Offered in fall
SP Offered in spring
SU Offered in the summer
FA/SP Offered in both fall and spring

CONTEMPLATIVE PSYCHOLOGY (PSYB)
PSYB 100
Anatomy (3)
A traditional approach to the study of normal human anatomy. This course is rooted in the conventional science of anatomy, studying the structure and subsequent function of the major body systems: skeletal, muscular, nervous,
endocrine, immune, digestive, blood, cardiovascular, respiratory, urinary and reproductive systems. Some practical understanding of these major systems will be given from a naturopathic physician/acupuncturist's perspective. One class will briefly introduce energetic systems of anatomy (e.g. meridians, chakras). FA.

**PSYB 215**

Buddhist Psychology I: Meditation (3)
This course introduces students to the psychological principles and sitting practice of mindfulness-awareness meditation—drawn from the Tibetan and Zen Buddhist traditions as well as the Shambhala teachings of sacred warriorship. We explore the many ways—both obvious and subtle—in which ego-centeredness creates suffering and confusion in our lives and train students to begin to develop inner tranquility, insight and loving-kindness as the essential ground for working effectively with their own life challenges and those of other people. Open to BACP and INTD students only. Others by permission of department. FA/SP.

**PSYB 217**

Cultural Diversity (2)
Only by defining the problems can we seek answers that truly address and solve them. In this class, we explore the systemic and interpersonal 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, ageism, ableism and heterosexism. We develop cultural competency skills by examining the ways we actively or passively contribute to the oppression of others, and move forward in actions that ground us both in the material and spiritual worlds. FA/SP.

**PSYB 222**

The Psychology of the Five Elements I (3)
This course explores the "law of the five elements" and the system of medicine connected with it. The ancient Chinese viewed body, mind and spirit as inseparable from the world of nature; careful observation of nature reveals the cause of suffering to any or all of these three areas. Through lecture, discussion and hands-on exercises, students examine their existing state of physical, mental and spiritual health. During this exploration students develop tools and skills to help improve personal and interpersonal environments. FA.

**PSYB 225**

Family Systems (2)
This class is an exploration of the family as a system, which has a structure and organization of its own. Interactions between family members are seen from a systematic perspective, thereby deepening the students' understanding of their family of origin and the families of others. The course provides an introduction to the history of family therapy and to the major theorists in the field. The importance of family in various therapeutic contexts is explored as well as diversity of family forms found within our culture and the cultures of others. The course combines readings, lectures, discussions and experiential exercises. Prerequisite: PSYB 201. Open to BACP and INTD students only. Others by permission of instructor: FA.

PSYB 206
Introduction to Dance Therapy (2)
This is an introductory course designed to give students a basic understanding and overview of the history and theory of dance/movement therapy as well as the roots of somatic psychology. Early somatic psychology contributions made by shamanic traditions, Jung and Reich are explored as well as the practices of the founding mothers of the field of dance/movement therapy. This course combines traditional didactic teaching with experiential movement activities through which personal process can be explored. Not open to freshmen. FA.

**PSYB 208**

Embodying Process and the Individual (2)
The body is the vessel of emotions, the vehicle for actions and the tool of perceptions. Culturally, we have been trained to ignore bodily processes. This class examines the role of bodily experience in the unfolding of life's process. Out of a study of sensation, energy, emotion, perception, movement, breath, speech and touch, students cultivate an ongoing individual practice for embodying their personal process. FA/SP.

**PSYB 209**

Herbal Medicine (3)
This course introduces students to using food, herbs and other natural remedies to maintain and improve a wide variety of health conditions. We discuss herbal preparations, safety, dosaging and also learn to identify many local plants in this area. Topics include herbal history, food as medicine, reproductive health, emotional health using natural remedies, natural medicine for children, addictions, psychoactive plants, aromatherapy and immune system health. The class has an East-West approach incorporating many of the principles of Oriental medicine, yet mostly using native plants. FA.
PSYB 234
Perception (3)
The senses give our mind access to the world. All human senses, including sight, hearing, taste, smell, touch, bodily sensations, etc., are studied. Students practice contemplative sensory awareness, attending to nuance and detail and document their own experience by journaling. Introspection (direct observation of conscious experience) joins with modern scientific understanding of perceptual processes. Findings from modern research on perception and attention provide more complete understanding of the embodied nature of subjective experience. SP.

PSYB 239
Nutrition (2)
We learn basic human physical nutritional requirements from four perspectives: the field of nutritional anthropology; the scientific discoveries of the twentieth century; direct experience; and from intuition. Students acquire information and tools to determine a diet that suits them best now, and how to alter that as requirements may change during life. We study the dietary changes in the twentieth century that underline our most common causes of chronic disease and death and suggest nutritional strategies to prevent those diseases. FA.

PSYB 241
Systems Thinking I: Psychological and Social Systems (3)
We are complex beings living in an interconnected universe. In this course students explore the exciting and innovative approaches of systems thinking and chaos theory to help understand themselves and their relationship with the world. Students learn "tools for thought"—ideas such as wholeness, emergence and feedback—to gain insight into the nature of mind, families and organizations. Class readings and videos include such original thinkers as Fritjof Capra, Gregory Bateson, Rupert Sheldrake and Francisco Varela. FA.

PSYB 245W
Process Painting and Meditation (1)
When joined with meditation, process painting is a natural way to embrace creativity in a spontaneous, not self-conscious, playful and deeply meaningful way. Whatever arises—strategies, judgments, comparisons, doubts, or momentary successes—are reminders to return to the intimate dance of spirit. In this course, students cultivate a posture of being less concerned with outcome and more with engaging the vitality, immediacy and genuineness of creative experience. This course is intended for those who love or fear the enjoyment of painting. Open to BACP and INTD students only. Others by permission of department. Not open to freshmen. FAVSP.

PSYB 255
Body Mind Centering (3)
The focus of this class is the relationship between bodies and minds through basic patterns 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 Bainbridge Cohen. This class includes a study of living anatomy that brings awareness to the different body systems, to developmental movements, and supports alignment and integration. Open to upper-division BACP and INTD students only. Others by permission of the instructor. FAVSP.

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

PSYB 277
Introduction to Body Psychology: Embodiment Awareness (2)
Embodiment Awareness introduces somatic psychology as the practice of making meaningful connections between cognitive process, emotional process and the expressions of the body. The course is designed to give students a new awareness of and relationship to their bodies. Observation techniques and experiential anatomy provide the basis for working with body-oriented psychological process. Body/self awareness, the development of body image and the means for working with the body metaphor and symbolism are explored through creative process and guided explorations. Students are encouraged to apply their experiences to their daily lives. SP.

PSYB 304
Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (2)
This class provides an introduction to somatic psychology. It presents theoretical conceptualizations 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 studying how our bodies and psyches weave together we can become aware of their interdependence and construct more effective therapeutic experiences both for ourselves and for others. Students learn the fundamental principles of the somatic psychology field and explore in depth their relationship with advanced developmental psychology theories. Prerequisite: PSYB 101; PSYB 100 is strongly recommended. FA.

PSYB 308/568
Expressive Arts in Healing (3)
Expressive media are potent in reflecting, exploring and communicating our humanity. Giving permission to emotional and psychological energies, students use colors, paper,
movement, clay and other mediums to inquire more deeply into felt experience and limiting habitual tendencies. Basic principles of creativity act as agents of change, with and without words, allowing energy to move, perspective to widen and a friendlier, clearer heart toward self and others. Individual and small group work develops a meaningful microcosm as a humane, expressive community. Upper-division BA and MA. Others by permission of instructor. FA.

**PSYB 315/S12**

**Buddhist Psychology II: Maitri and Compassion (3)**

In the maitri practice particular postures and specially designed rooms evoke a variety of psychological spaces from which arise different styles of thought and emotion. Students explore the major types of psychological space; their relation to pride, passion, paranoia, ignorance, frustration and aggression; and the Buddhist approach to sanity, neurosis and psychosis through a weekly lecture, practice in maitri rooms and participation in a smaller group to process material more personally. Prerequisites: PSYB 215 or equivalent meditation experience. Upper-division BACP and INTD students only. Others by permission of instructor. FA.

**PSYB 323**

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

A continuation of the work in PSYB 223, Psychology of the Five Elements I. Students work more deeply with five element diagnoses—the officials, color, sound, odor and emotion diagnosis in our personal healing journeys. In addition, we journey to various local plants and trees to access their wisdom and healing powers within the context of the five elements. This is a beginning of the work with “plant spirit medicine.” Students are expected to have a solid ground in the elements, seasons and officials so that there is a strong base for work with diagnosis. Prerequisite: PSYB 223. Others by permission of instructor. SP.

**PSYB 325**

**Contemplative Psychology I: Compassionate Action (3)**

An in-depth examination of the principles of compassionate action—as taught in both the Tibetan tradition of Mahayana Buddhism (the bodhisattva path) and the Western tradition of service to others. Students learn and practice tibetan meditation, and the skills of deep listening, empathic attendance, dialogue and servant leadership. Each student also writes weekly reflection papers, which track the unfolding of their helping relationship with another person in light of the principles being presented. Prerequisites: PSYB 215 or meditation experience and permission of department. Open to BACP and INTD students only. Others by permission of department. FAVSP.

**PSYB 328**

**Gestalt: Presence (2)**

Gestalt is first and foremost a way of being and a powerful, provocative way of understanding and working with the body, speech and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop self-knowledge, satisfaction, self-support and clear boundaries. The course includes readings, lectures, discussions and experiential exercises on the nature of being and ego. Upper-division BACP and INTD students only. Others by permission of instructor. FA.

**PSYB 330**

**Introduction to Jung (2)**

This course serves as a general introduction to the psychology of C.G. Jung. It covers Jung’s major contributions to dynamic psychology, including topics such as ego consciousness, complexes, libido theory, archetypes and the collective unconscious, persona and shadow, anima and animus, the Self, individuation, synchronicity, active imagination and dream analysis. Students are required to explore their own inner world and confront unconscious processes by maintaining a journal, sharing dreams and working toward developing a “life myth.” Each class combines lecture, discussion and process, in order to bring meaning and reality to Jung’s concepts. Prerequisite: PSYB 101 or by permission of instructor. Not open to freshmen. FA.

**PSYB 333**

**Hakomi Somatics (3)**

Recognizing that mind and body jointly express and reflect deeply held, often unconscious beliefs about oneself and others, Hakomi Somatics helps bring these beliefs to conscious awareness. The body, with its various patterns, is used to access an intelligence which underlies habitual and limiting patterns. Thus, limiting patterns are recognized and understood and learning and transformation become possible. Students engage in exercises in mindfulness. Topics include the Hakomi principles, character strategies, boundaries, resources and somatic psychological skill building, which can be used in daily life. Upper-division BA students only. Others by permission of instructor. FA.

**PSYB 336**

**Introduction to the Jin Shin Jwa Approach: The Treatment of Shock and Trauma (2)**

This course outlines the neurochemical, physiological and energetic consequences of shock and trauma. It presents a treatment design that includes the use of subtle energy medicine (Jin Shin Jwa). Students learn a comprehensive system for self-care as a major component of this class. In addition, students investigate trauma and shock from a cultural and environmental standpoint. They cultivate an awareness and use of the resources necessary to resolve shock and trauma. Upper-division BA students only. Others by permission of instructor. FA.

**PSYB 343**

**Contemplative Community (1) (0.5 credits each fall)**

This 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 Maitri Space Awareness practice, as well as relaxing with others in this
beautiful mountain setting, enable each student to begin the academic year with a renewed sense of energy and balance. Talks, gatherings and group exercises bring students and faculty together in a contemplative community with a sense of purpose and friendship. BACP students only. FA.

PSYB 345/545; 345e/545e
Developmental Psychology (3)
This course studies theory in human development from birth through the span of life. Students are introduced to major theorists and discuss philosophical and practical relationship of ethics to psychology, including cross-cultural issues. Students clarify, formulate and develop their own beliefs and approaches to human development in relation to these major schools of thought. We explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives. Prerequisites: PSYB 101, Introduction to Psychology, or permission of instructor. Open to BACP and MA INTD students only. Others by permission of instructor. FA/SP.

PSYB 346
Tibetan Medicine I (2)
Current Tibetan medicine is a unique blend of Ayurvedic, Chinese, Persian and Bon medical systems. This course presents an overview of Tibetan medicine and explores how it relates personal experience to the healing path so an individual can more easily understand and take charge of the healing process. Topics include three-humour theory, the mind-body relationship, the healing process, disease classification, how disease relates to diet and lifestyle, pulse and urine diagnosis, the role of mind training, spiritual practice and the use of herbs. Upper-division BA students only. Others by permission of instructor. FA.

PSYB 348
Gestalt: Western Form of Zen (2)
This course is a continuation of PSYB 328. Please see that course description as well. This course acquaints students with the experience and practice of Zen as a way of being as well as prepares students for further studies. This course is designed to examine issues in authentic living and present centeredness. Upper-division BACP and INTD students only. Others by permission of instructor. FA.

PSYB 350
Humanistic Psychology (2)
This course explores the basic principles of humanistic and existential psychology and psychotherapy. This is the so-called "third force" in the modern Western tradition of psychology, which emerged after 1940 both as an expansion and an alternative to the psychoanalytic and behavioral schools that preceded it. It emphasizes the authenticity of the therapist as the key factor in promoting the client's potential for growth and healing. We focus on the work of Adler, Rogers and Maslow among the humanists and the work of Yalom, May, Frankl, Perls and Bugental among the existentialists. Prerequisites: PSYB 101 or permission of instructor. Open to BACP and INTD students only. SP.

PSYB 354
Introduction to Transpersonal Psychology (2)
This course uses the work of Jung; Assagioli, Grof, Wilber, Walsh, Vaughan and others to introduce students to the theoretical concepts and practical applications of transpersonal psychology. Students also learn to utilize the tools of this field of study, as well as explore their personal journey through the lens of transpersonal psychology. Prerequisites: PSYB 101. Open to upper-division BACP and INTD students only. Others by permission of instructor. FA.

PSYB 355
Dynamics of Intimate Relationships (3)
This course explores intimate relationship as a path of personal and spiritual development. Issues discussed include conscious and unconscious patterns in the selection of partners; family of origin influences; qualities of healthy relationships; communication styles; conflict resolution; gender differences; sexuality and uncoupling. Students develop their own unique vision for deepening their experience of intimacy and creating a healthier, more satisfying partnership. Open to upper-division students only. Others by permission of instructor. SP.

PSYB 366
Visual Arts: Imagery in Healing (2)
This course explores the role of visual arts processes, imagery, dialogue and enactment in relation to contemplation and healing. Through a contemplative/meditative format, and through directing the mind and feelings to the "matter at hand," our ground and inspiration for well-being can be experienced. When receptivity, play, experimentation and wonder are joined with heart and intellect, we open to our deepest healing resource—the image. The image is the clear lens through which life can be affected and befriended more genuinely. Painting, assemblage, clay working and a sharing-healing circle of acceptance and gentleness. Not open to freshmen. SP.

PSYB 371/571; 371e
Personality Theories (3)
In this class we explore the development of human personality. We study the theories of major traditional systems of psychology, including psychoanalysis, analytical psychology, behavioral, humanistic, systemic, feminist and existential models. Students clarify, formulate and develop their own thoughts and approaches to the psychology of personality in relation to these major theories. We also explore the relationship of these approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB 101. Open to upper-division BACP and INTD students only. Others by permission of instructor. FA/SP.

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 showings, such as poetry, a
dance, a song, a painting, a story, a piece of music or words from a journal. By listening and being heard, students study the art and discipline of personal statement, how the personal connects to the universal, and how self extends to and informs community. Through self-statement, one finds knowledge that allows for self-healing and that can be used to help others. Open to upper-division BACP and INTD students only. Others by permission of department. SP

**PSYB 373**  
Social Psychology (3)  
How do attitudes form and change? How do group dynamics influence decision-making? What factors influence altruistic behavior? This course examines concepts and research evidence from areas of social psychology such as the social self, social influence, cultural variation, attraction, humanitarian behavior among others. The underlying variables of mindfulness and arousal are examined as a bridge to the contemplative perspective. Prerequisite: PSYB 101. Open to upper-division BACP and INTD students only. Others by permission of instructor. FA.

**PSYB 378**  
Music, Self and Others: Exploring Intra and Interpersonal Dynamics through Music (2)  
Music is a powerful tool for promoting positive change on physical, psychological, emotional and spiritual levels. Experiential and theoretical work with music as non-verbal interaction, music-evoked imagery and expressive improvisation provide participants with a basis for using music as a modality for personal growth and integration. This course is intended to guide the student in the exploration of one’s inner landscape and one’s relationship with others through music rather than investigating clinical applications of music therapy. No previous musical training is required. Upper-division BACP and INTD students only. Others by permission of instructor. SP.

**PSYB 420/520; 420e**  
Abnormal Psychology (3)  
Throughout the course we investigate the merits and liabilities of Western assessment and treatment approaches to psychological problems. We consider the sociocultural contexts in which assessment and treatment approaches are variably formulated and applied. We investigate both transcultural understandings of psychological problems and the wisdom of cultural relativity. Students acquire a solid foundation in traditional Western clinical approaches to mental health, as articulated and codified in the DSM IV-TR. Prerequisites: PSYB 101, 371, 345. Upper-division BACP and INTD and MA students only. Others by permission of instructor. FA/SP.

**PSYB 421/560**  
Scientific Research into Conscious Experience (0–3)  
We empirically explore the nature of conscious experience using verbal report methods such as questionnaire, interview and focus group, as well as experiments in cognition, perception and attention. This hands-on course involves conducting collaborative empirical studies on one of two topics. Some of the students conduct studies on meditation psychology in order to contribute to a scientific understanding of meditation and its effects on people’s lives. The others conduct studies on synesthesia, an unusual perceptual ability experienced by rare individuals who may have inherited this trait. Upper-division BA and MA. Permission of instructor required. FA/SP.

**PSYB 425**  
Contemplative Psychology II (2)  
Students volunteer weekly at an approved field placement site in the local community. This class offers a forum for students to reflect on their experiences from their community-based projects. Academic study is integrated with experiential learning to provide a meaningful educational experience. Students are introduced to contemplative awareness techniques that can be actively practiced in their community settings. The class also provides lectures, dialogue, guest speakers and experiential activities to support students in developing their own vision of socially relevant service work that is culturally sensitive and nurtured by contemplative practice. Special topics have included cultural diversity and being with death and dying. Prerequisites: PSYB 215, PSYB 217 and PSYB 325. Open to upper-division BACP and INTD students only. FA/SP.

**PSYB 430**  
Exploring Dreams: Jungian Practice and Beyond (3)  
This course works with dreams, using a broad-based Jungian actualization perspective and including methods for working with energies expressed by symbolic experiences in dreams and everyday life. The emphasis is on group exploration, to better understand and creatively work with the collective and individual conscious and unconscious. Fantasies, daily experiences and stories as well as dreams are used for materials. The class assists in dream recall, but does not require it. The most important prerequisites are kindness and unconditional curiosity. Prerequisites: PSYB 330 or any Introduction to Jung course. Permission of the department required. SP.

**PSYB 446**  
Tibetan Medicine II (2)  
This course offers practical training in Tibetan medicine including classes in tongue, urine and pulse diagnosis, as well as diet, behavioral and herbal treatments. The goal is to further clarify a personal care system for the healer and to begin to apply Tibetan medicine to others. This could include preceptorships in Boulder’s Tibetan Medicine Clinic. Proposed topics: mind and its relationship to disease, the importance of mind training, how to clarify constitutional types, compassion in the healer, the Medicine Buddha, holistic causes and conditions of illness. Prerequisite: PSYB 346, Tibetan Medicine I. Upper-division students only. Others by permission of instructor. Alternate SP.
PSYB 470/587
Expressive Arts: Working with Others (2)
In this course, students who have found expressive arts to be a healing medium in their own lives practice extending that opportunity to other people. Students work together, engaging basic principles inherent in any healing encounter. Based on personal inspiration and skills, students do field assignments, thus building confidence, resourcefulness and sensitivity to expressive arts as a medium for the healing relationship. Working with others cultivates compassion, spontaneity, honesty, humbleness and trust in the empathic and creative potential in each of us. Prerequisites: PSYB 308 or previous experience with expressive arts. Upper-division and MA only. Others by permission of instructor. Alternate SP.

PSYB 482
Senior Project Seminar I (3)
This course is the initiatory—or ground—phase in a twosemester multisensory, multifaceted process, whereby students explore the nature of creativity and its fundamental relationship to psychology in the context of the classroom community. Through readings, writings, class discussions and exercises, students uncover their relationship to creativity and learn what exposing oneself to the larger world means. By engaging their curiosity and liveliness, and developing awareness around habitual patterns and resistances, students cultivate trust in themselves and their inherent qualities of wakefulness, wisdom and compassion. Open to BACP seniors only. FA/SP.

PSYB 483
Senior Project Seminar II (3)
This course is the culminating—or fruitional—phase in a multisensory, multifaceted process, which introduces and explores the topic of transition. Students utilize the lessons learned and relationships formed within the first semester as inspiration for developing their final papers and multimedia presentations. Students research topics that provoke deep inquiry and challenge both their intellect and intuition. This course culminates in a celebratory, final presentation weekend. Prerequisite: PSYB 482. Open to BACP seniors only. FA/SP.

PSYB 499
Independent Study (1–3)
FA/SP.
“Today we are faced with a challenge that calls for a shift in our thinking, so that humanity stops threatening its life-support system. We are called to assist the Earth to heal her wounds and in the process heal our own—indeed, to embrace the whole creation in all its diversity, beauty and wonder. This will happen if we see the need to revive our sense of belonging to a larger family of life, within which we have shared our evolutionary process.”

—Wangari Maathai

Environmental Studies is the interaction of natural and social sciences and the wisdom of non-western traditions, necessary for understanding human interactions and influences on the environment. We believe that all students who seek to hold a place of balance and community in the natural world, and who seek to heal and restore the environment by engaging environmental concerns, issues and problems, must have personal strengths, sources of understanding and inspiration as well as the knowledge, competencies and skills from which to take action. The department offers a Bachelor of Arts in Environmental Studies and a Master of Arts in Environmental Leadership. Students from other departments may select one of the following minors: Ecology and Systems Science; Ecopsychology; Environmental History and Social Justice; Environmental Studies; Environmental Sustainability; and Horticulture.
UNDERGRADUATE STUDY
Bachelor of Arts in Environmental Studies

Environmental Studies is an interdisciplinary field arising from the interaction of Western-based natural and social sciences, and from other wisdoms and traditions, necessary for understanding human interactions and influences on the environment. The Environmental Studies program is designed to allow students to develop skills and the interdisciplinary understanding needed to deal with environmental issues.

Three major cluster areas frame the Bachelor of Arts in Environmental Studies curriculum: the natural environment and its complexities, the human environment and its complexities, and inner personal complexity. The 36-credit core courses emphasize sustainability, systems science, field sciences and community learning, along with contemplative and intercultural aspects of environmental work.

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;
- have an interview with an ENV faculty member;
- have a GPA of at least 2.5.
- have completed ENV 100 and ENV 245.

REQUIREMENTS:
BA ENVIRONMENTAL STUDIES

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<tr>
<td>ENV 307</td>
<td>History of the Environmental Movement</td>
<td>3</td>
</tr>
<tr>
<td>ENV 315</td>
<td>Deep Ecology in Context</td>
<td>3</td>
</tr>
<tr>
<td>ENV 355</td>
<td>Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENV 357</td>
<td>Creating a Learning Community I</td>
<td></td>
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<tr>
<td></td>
<td>(non-credit)</td>
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</tr>
<tr>
<td>ENV 358</td>
<td>Creating a Learning Community II</td>
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<tr>
<td></td>
<td>(non-credit)</td>
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</tr>
<tr>
<td>ENV 420</td>
<td>Community Learning</td>
<td>3</td>
</tr>
<tr>
<td>ENV 479</td>
<td>BA Portfolio (non-credit)</td>
<td></td>
</tr>
<tr>
<td>ENV 480</td>
<td>Senior Project Course</td>
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</tbody>
</table>

SUBTOTAL 30

Choose 3 credits from the following field science courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 311</td>
<td>Plant Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ENV 321</td>
<td>Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENV 351</td>
<td>Wildlife Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 3 credits from the following focus courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 238</td>
<td>Survival Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENV 285</td>
<td>Indigenous Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENV 326</td>
<td>Global Corporatism</td>
<td>3</td>
</tr>
<tr>
<td>ENV 336</td>
<td>Green Building</td>
<td>3</td>
</tr>
<tr>
<td>ENV 342</td>
<td>Advanced Applied Horticulture</td>
<td>3</td>
</tr>
<tr>
<td>ENV 353</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>PSYT 351</td>
<td>Ecopsychology</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 36
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 journey at Naropa. The Environmental Studies portfolio is reviewed in the spring of the junior year and the senior year prior to graduation.

Minors in Environmental Studies
Students from other departments interested in an Environmental Studies minor may select one of the following 9-credit minors. Courses must be taken in the appropriate sequence.

Ecology & Systems Science
ENV 220 Ecology & Systems Science (3)
Two field science courses (6)

Ecopsychology
ENV 250 Nature, the Sacred and Contemplation (3)
ENV 315 Deep Ecology in Context (3)
PSYT 351 Ecopsychology (3)

Environmental History & Social Justice
ENV 285 Indigenous Environmental Issues (3)
ENV 307 History of the Environmental Movement (3)
ENV 355 Environmental Justice (3)

Environmental Studies
ENV 100 Physical Geography (3) and
ENV 245 Geography: Pilgrimage and Sacred Landscape (3)
ENV 215 Sustainability (3) or
ENV 220 Ecology & Systems Science (3) or
ENV 250 Nature, the Sacred and Contemplation (3)
or
ENV 307 History of the Environmental Movement (3)

Environmental Sustainability
ENV 215 Sustainability (3)
ENV 336 Green Building (3)
ENV 353 Environmental Economics (3)

Horticulture
ENV 220 Ecology & Systems Science (3)
ENV 260 Applied Horticulture (3)
ENV 342 Advanced Applied Horticulture (3)

GRADUATE STUDY
Master of Arts in Environmental Leadership
The 52-credit Environmental Leadership program integrates the study of ecosystems and human systems with a path of personal and societal transformation. The program promotes wise, just and compassionate engagement with environmental issues. A balanced, integrated curriculum explores living systems theory, deep ecology, ecopsychology, group dynamics/leadership, diverse leadership models and contemplative education. The curriculum is composed of core courses (39 credits) and an independent study and/or an elective course component (13 credits) that allows students to create a speciality area. This may be accomplished through several options: electives in any discipline, research projects, fieldwork or internships with environmental organizations. Some Naropa programs that may be used for this self-designed component include Authentic Leadership Training, Naropa's International and Intercultural Education program and course work in other MA programs.

ADMISSION REQUIREMENTS:
MA ENVIRONMENTAL LEADERSHIP
1. Standard graduate admission requirements (see p. 20).
2. Undergraduate course work in natural/earth sciences, anthropology, U.S. government, history of the environmental movement, diversity and multiculturalism is strongly recommended. Students with an insufficient background will be asked to complete readings before entering the program.
3. A supplemental application.
4. An academic paper.
5. An in-person interview is required.

REQUIREMENTS:
MA ENVIRONMENTAL LEADERSHIP
First year, fall
ENV 600 Inner Work for Environmental Leaders I (2)
ENV 607 Group Dynamics/Leadership I (non-credit)
ENV 620 Human/Nature I (2)
ENV 630 Transforming Systems I (2)
Integrative Dialogue Course A* (1)

Field Intensive: A field retreat
ENV 653 The Path of Environmental Leadership (lab fee) (2)

Field Course: Team Project
ENV 604 Boulder Creek Watershed Atlas I (2)
SUBTOTAL 11

First year, spring
ENV 608 Group Dynamics/Leadership II (non-credit)
ENV 630 Inner Work for Environmental Leaders II (2)
ENV 670 Human/Nature II (2)
ENV 680 Transforming Systems II (2)
Integrative Dialogue Course B* (1)

Field Course: Team Project
ENV 605 Boulder Creek Watershed Atlas II (2)
SUBTOTAL 9

Second year, fall
ENV 703 Meditation Practicum I (1)
ENV 720 The Art & Ethics of Leadership I (3)
ENV 707 Group Dynamics/Leadership III (non-credit)
Integrative Dialogue Course A* (1)
**ENVIRONMENTAL STUDIES DEPARTMENT COURSES**

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

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

- e Online course
- FA Offered in fall
- SP Offered in spring
- SU Offered in the summer
- FA/SP Offered in both fall and spring

**ENVIRONMENTAL STUDIES (ENV)**

ENV 100
**Physical Geography: Beholding the Body of the Earth (3)**
This course deepens our natural understanding of the earth as a living system. We explore Gaia Theory and the new cosmology of the earth that is emerging in science. Within this framework we explore the formation of the earth—geomorphology and geophysiology—or one could say the “digestion,” “circulatory” and other systems of Gaia. This new vision in western science can re-awaken understanding and reconfirm our commitment and reciprocity with the earth. FA.

ENV 215
**Sustainability (3)**
This course introduces students to the definitions and principles of sustainability. It explores models and dimensions of sustainability in both the natural world and in human societies. Current examples of sustainable design and development in different parts of the world are offered to inspire students to “think sustainability” and to be alert to it in every aspect of their learning. Personal impact on the environment and personal sustainability are examined as aspects of developing a sustainable vision for the present and the future. Required for ES majors. FA.

ENV 220
**Ecology and Systems Science (3)**
This science course introduces students to the basic principles of ecology and natural cycles in the earth, soil, water, air and living systems. It also introduces the basic principles of systems theory. Students develop a strong foundation in basic ecology and systems thinking for the subsequent field science courses and applied courses in horticulture. Required for ES majors. Prerequisite: ENV 100, Physical Geography. FA.
ENV 228/528
Ecopsychology Training: Waking Up Together (3)
Ecopsychology explores human-nature relationships. This advanced course assumes an understanding of the theory and practices of ecopsychology. It is directed toward the interface of ecology, transpersonal psychology and contemplative practice (i.e., nature, psyche and spirit), critical evaluation of ecopsychological thinking, and the development and use of ecopsychology practices in personal and professional applications. Prerequisite: PSYT 351/551/551e. SU.

ENV 232e/532e
Gaia, Ecology & Evolution (3)
Deep in the roots of human culture lies the notion that the earth is alive. Ancient stone effigies of fertility goddesses hint of a mother earth that was central in the earliest beliefs of a higher order. Conceived and advanced by British scholar James Lovelock and American iconoclast Lynn Margulis, Gaia is the theory of the earth as an autopoietic, living system. No less alluring than the depictions in Greek mythology of Gaia the dancer; Gaia theory and the science of geophysics are founded on the idea that the earth's biota and environment co-evolve to achieve planetary self-regulation. This course provides a rare opportunity to learn and discuss current ecological and evolutionary approaches to understanding Gaia. SP.

ENV 238/538
Survival Skills (3)
This course introduces philosophical understanding of living in the natural world in its rhythms and seasonal cycles. Basic wilderness survival skills are learned including making fire, building shelter, finding medicinal plants, hunting and tracking. $20 materials fee. SP.

ENV 245
Geography: Pilgrimage and Sacred Landscape (3)
Religious and cultural worldviews play a significant role in shaping our understanding of and impact on the earth. In this course we explore the world through the lens of pilgrimage and sacred landscape. Geography is a discipline of storytelling of the earth. Thus, we will engage in listening, reading, writing and telling stories to recall and awaken our connection with the earth. SP.

ENV 250
Nature, the Sacred and Contemplation (3)
This course explores the individual, cultural and contemplative dimensions of the human-nature relationship. It provides the contemplative tools of mindfulness meditation, sensory awareness exercises and other nature based awareness practices in order for students to examine and refine their own experiences of nature and the sacred. A three-day retreat in September with a solo contemplative nature walk is a required part of the course. $150 lab fee. Required for ES majors. Prerequisite: ENV 245. Geography: Pilgrimage and Sacred Landscape. FA.

ENV 260
Applied Horticulture (3)
This hands-on, applied course provides an overview and introduction to the art and science of growing food. Botany, ecology, garden history and design, and the principles of permaculture lay the foundation for the practical skills of garden making. Students learn to design a garden, create compost, dig bed, sow, seed, water, cultivate and harvest. The course also includes field trips and demonstrations. $20 materials fee. Required for ES majors. Prerequisite: ENV 220, Ecology and Systems Science. SP.

ENV 285/563
Indigenous Environmental Issues (3)
This course explores the historical relationship between Indigenous Peoples and their environment in each of the ecosystems under consideration; change in the relationship as a result of European contact; modernization and development; and the current integration of these areas into the present global market economy. Prerequisite: ENV 355, Environmental Justice. FA.

ENV 302/502
Environmental Pollution and Solutions (3)
This course examines the key issues of pollution in all of earth's systems—air, water, soil, earth and human habitation. Students engage the key issues understand the chemistry and explore the social dilemmas. This course particularly seeks to explore solutions, both technical and social. Students learn to become attentive monitors of pollution and creative problem-solvers in the context of community and governmental approaches to solutions. Required for ES majors. Prerequisite: ENV 220, Ecology and Systems Science. FA.

ENV 307/507
History of the Environmental Movement (3)
This course examines the history of the environmental movement from a U.S. and global perspective. Fundamental elements that inform and shape environmental movements around the world and the impact on people and their response are studied. Required for ES majors. FA.

ENV 311/511
Plant Ecology (3)
This field course introduces students to the principles of botany, plant identification and the plant ecosystems of the Boulder region. Field trips are the central aspect of this class. We visit the diverse array of ecosystems of this region at various elevations. Students learn to read and understand the plant ecosystem patterns of this region. Prerequisite: ENV 220, Ecology and Systems Science. FA.

ENV 315/520; 315e/520e
Deep Ecology in Context (3)
This course is an introduction to deep ecology philosophy in historical and cultural contexts, including contemporary currents of thought, such as ecofeminism, ecopsychology and system thinking. Deep ecology alternatives for addressing...
Ethical and ecological problems are examined along with options for effective and compassionate action. Required for ES majors. Prerequisite: ENV 250, Nature, the Sacred and Contemplation. SP.

ENV 321/521
Geology (3)
This field course introduces students to the basic principles of geology through exploring the Front Range, using the world class rock exposures found in this area. Students learn to identify rocks and minerals as well as landscapes shaped by streams, wind and glaciers. We study the vast expanse of geologic time in the context of the history of the Rocky Mountains. Field trips are a central part of this course. Prerequisite: ENV 220, Ecology and Systems Science. SP.

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

ENV 336/536
Green Building (3)
This course introduces green construction practices and design and a wide range of green technologies that contribute to sustainable living. The course includes practical hands-on experience and field trips. Prerequisite: ENV 215, Sustainability. SP.

ENV 342/542
Advanced Applied Horticulture (3)
This hands-on, applied course builds on the work of Applied Horticulture and examines soil development, water management, natural pest management, crop rotation and other areas in the context of a variety of gardening models including permaculture and bio-dynamic farming. Students develop skills for sustainable food growing. The course also includes field trips and demonstrations. $20 materials fee. Prerequisite: ENV 260, Applied Horticulture. FA.

ENV 351/551
Wildlife Ecology (3)
This field course introduces students to the principles of wildlife biology and animal identification, and to the wildlife of the Boulder region. Field trips play a central role in this course, allowing students to observe and understand animals in their native habitats. Prerequisite: ENV 220, Ecology and Systems Science. SP.

ENV 353/553
Environmental Economics (3)
This course is designed to examine how conventional economic theory as well as alternative economic theories apply to natural resource use and the environment. Fundamental principles of economic relationship to natural resources, externalities, limits to economic growth, the trade-off between growth and the environment, globalization and global ecological issues are studied. Students learn tools of economic analysis and their application to environmental issues and problems. Prerequisite: ENV 215, Sustainability. SP.

ENV 355/555
Environmental Justice (3)
This course examines contemporary issues of environmental justice/racism in the U.S. and throughout the world. The environmental justice movement is based on social justice/multicultural issues. Required for ES majors. Prerequisite: ENV 307, History of the Environmental Movement. SP.

ENV 357
Creating a Learning Community I (non-credit)
The purpose of this course is to provide support structures allowing students to integrate further their academic and personal journey. Maladies Some defines community as "any group of people meeting with the intention to connect to the power within." It is through the attentive and caring lens of others that we can come to truly know ourselves and be seen for who we are. Through community practices and engagement, student projects and activities, students have the opportunity to develop deeper relationships with their peers, share information and ideas, collaborate on projects and celebrate their journey together. Required for ES majors. FA.

ENV 358
Creating a Learning Community II (non-credit)
A continuation of ENV 357. Required for ES majors. SP.

ENV 399
Independent Study (1-4)
Recommended for students majoring in Environmental Studies. Best taken after required courses in this area.

ENV 420
Community Learning (3)
This course is a team Community Learning project. Students work in a reciprocal relationship with community partners to engage practical environmental issues in our local area. Students gain skills in respectful community engagement, community based problem-solving, team work, applied activism and understanding complex issues. Students work, do research, observe, interact, research, analyze, write and otherwise engage this community work as a major educational experience. Required for ES majors. Prerequisite: ENV 355, Environmental Justice. FA.
ENV 479
BA Portfolio Review (non-credit)
Please see the BA section under Portfolio. A portfolio is required for graduation. SP

ENV 480
Senior Project Course (3)
The Senior Project Course is a capstone project-based course in which students demonstrate their cumulative knowledge, skills, and abilities in a specific environmental based research or action project. Students meet in a course format and work independently and collectively on a research project. Students are expected to follow guidelines for the research project and meet specific course criteria. Required for ES majors. SP

ENV 600
Inner Work for Environmental Leaders I (2)
Mindfulness training is introduced through sitting and walking meditation as a ground for developing wakefulness and trust in ourselves and the phenomenal world. Meditation, drawn from the Buddhist tradition of mindful breathing (shamatha-vipashyana), is a way of bringing the non-duality of wilderness mind back home and applying it to our daily activities and relationships. Experiencing the mind without analysis, reinforcement or rejection, clears the way to relate directly with others and develop skills for a new kind of leadership. Course includes group practice sessions, lectures, discussions and individual meditation instruction. Required for EL MA students. Others by permission of the instructor. FA

ENV 604
Boulder Creek Watershed Atlas I (2)
A living lab team project designed to teach students about place, community and bioregion through the Boulder Creek Watershed. This provides an opportunity to ground the principles of the program in leadership and action. Required for EL MA students. FA

ENV 605
Boulder Creek Watershed Atlas II (2)
A continuation of ENV 604. With faculty support and guidance students design and implement an action project, which is the culmination of this yearlong course. Required for EL MA students. SP

ENV 607
Group Dynamics/Leadership I (non-credit)
This course is designed to provide students with an opportunity to learn experientially about group dynamics and leadership. Time is set aside for personal exploration, integration and group relationship. This class focuses on questions, conflicts and problem solving involved with working with groups. Required for EL MA students. $168 fee. FA

ENV 608
Group Dynamics/Leadership II (non-credit)
A continuation of ENV 607. Required for EL MA students. $168 fee. SP

ENV 620
Human/Nature I (2)
Beliefs about human nature dramatically influence the way one engages complex systems, whether cultural, or more than cultural. This course begins by diving deep in search of our roots through learning that involves body, mind and spirit, beginning a million years ago. We travel through time up to approximately ten thousand years ago, when humans began to depend on the cultivation of plants. We look at what happened to human culture around that time and set the stage for ENV 670. Required for EL MA students. FA

ENV 621
Integrative Dialogue: Environmental Issues, Race, Power and Class (1)
The environmental justice movement is calling for equal protection of all people from environmental harms, regardless of race, ethnicity, origin and socioeconomic status. This movement originated when people of color struggled against the siting of toxic waste facilities in their communities. We examine environmental pollution and how it unequally affects individuals, groups and/or communities, based on race and color. In the process we explore the basic concepts of class, privilege, internal and external oppression, structural violence and acculturation. Required for EL MA. FA

ENV 630
Transforming Systems I (2)
Living systems theory is explored for its contributions to environmental and social theory and as a model for active engagement with the crucial issues of our time. Learning centers on the understanding and application of information and key concepts. The structure is provided by six interwoven strands, each drawing upon information, theory and application: the sociocultural, the ecological, the spiritual, the political, the economic and the personal/contemplative. Required for EL MA. FA

ENV 631
Integrative Dialogue: Exploring Indigenous Models of Leadership (1)
It is essential to examine closely the dominant models of leadership in the United States. In moving environmental leadership toward a sustainable model, the course seeks to understand and engender respect for other cultural models of leadership. Prerequisite: ENV 621. Integrative Dialogue: Environmental Issues, Race, Power and Class. Required for EL MA. SP
ENV 650
Inner Work for Environmental Leaders II (2)
A continuation of ENV 650. In addition to mindfulness training, the metta practice of loving kindness and the practice of “tonglen” (exchanging oneself for others) from the Buddhist tradition are introduced as methods of cultivating awareness and compassion. Topics include the application of tonglen to social action, working with conflict, communication with others and caring for the activist. There are group practice sessions, lectures, discussions, individual instruction and a field study project. Required for EL, MA, SP.

ENV 655
The Path of Environmental Leadership (2)
This field retreat is required for EL, MA. Others by permission of the department. $500 lab fee. FA.

ENV 665
Wilderness Solo (2)
This field retreat is held in September and includes a three-day wilderness solo. $500 lab fee. Required for all second-year EL MA students. FA.

ENV 670
Human/Nature II (2)
This course takes up where ENV 620 leaves off and examines issues of globalization, leadership, peacemaking and environmental justice. The course components are designed to help integrate body, mind and spirit. They include time outdoors, fiction readings, contemplative time, texts, tapes, videos, lectures and discussions. The view or perspective, of the course offers alternative paradigms for inquiry. Required for EL, MA, SP.

ENV 671
Integrative Dialogue: Transformational Activism in a Multicultural World (1)
The idea that activism can be transformational, for the activist and for situations, is key to the Environmental Leadership program. In today’s multicultural world, such transformational work requires an understanding of multicultural issues such as cultural appropriation, power and privilege. This is essential for peacemaking and leadership in situations involving global economic and power structures. Required for EL, MA, FA.

ENV 680
Transforming Systems II (2)
A continuation of ENV 630. Required for EL, MA, SP.

ENV 681
Integrative Dialogue: Exploring Cultural Diversity in Ecopsychology (1)
Ecopsychology is an emerging field of study and practice, with multicultural implications. The Environmental Leadership program develops a cross-cultural dimension, inquiring into issues of cultural appropriation, power and privilege. Prerequisite: ENV 671, Integrative Dialogue: Transformational Activism in a Multicultural World. Required for EL, MA, SP.

ENV 699
Independent Study (1–4)
Independent studies are to be designed by the student in consultation with faculty. Students may focus and specialize their degrees through jobs, active projects, applied research and courses focused on specific topics. Students may enroll in this course repeatedly in order to complete the independent work and research necessary for completion of their MA requirements. Proposals must be approved by the guiding faculty member and submitted to the MA advisor prior to enrollment.

ENV 703
Meditation Practicum I: Cultivating Awareness and Compassion in Everyday Life (1)
This course provides continued support for students in mindfulness awareness meditation (metta practice) and the practice of tonglen (exchanging oneself for others) begun in ENV 600 and ENV 650. Emphasis is 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 707
Group Dynamics/Leadership III (non-credit)
A continuation of ENV 608. Required for EL MA Students. $168 fee. FA.

ENV 708
Group Dynamics/Leadership IV (non-credit)
A continuation of ENV 707. Required for EL MA students. $168 fee. SP.

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 make a historical review of leadership, balancing Eastern and Western, traditional and innovative, hierarchical and anti-hierarchical models. Various paradigms of leadership, the successful and the misguided, are investigated. Topics include the sources of power; the ability to lead to promote change; the charisma issue; whether leaders are born or made; the voluntary and the appointed leader; the disciplines of followership; and the causes of the seeming vacuum of leadership in modern U.S. society. Required for EL MA, FA.

ENV 730
Culture/Nature Partnership I (2)
This team-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, neighborhoods and community. Required for EL MA, FA.
ENV 753
Meditation Practicum II (1)
This course is a continuation of ENV 703 and designed to support students in continuing the practices of mindfulness-awareness meditation and tonglen practice. There will be group practice and exercises, readings, discussion and individual instruction. An all-day practice retreat is a required part of the course. Required for EL, MA, SP.

ENV 764
The Path of Sustainable Leadership (3)
This seminar is designed to develop community knowledge of environmental sustainability and to create best practices and approaches for working on environmental sustainability initiatives. The seminar content is focused on building a knowledge base and practices that can be implemented in the Naropa community and other communities. The seminar is graduate level work and requires graduate level research and writing. The seminar is open to all graduate level students. SP.

ENV 770
The Art and Ethics of Leadership II (3)
A continuation of ENV 720. In this second semester, the emphasis is on the development of the skills of leadership and the “artistry” and ethic of the leader. In both a theoretical and experiential mode, students explore the skillful means that accompany and enhance the ability to lead, from a mindfulness-awareness practice through effective listening, to mediation and public speaking. Students may be required to teach segments as part of the “leader as teacher” training. Required for EL, MA, SP.

ENV 780
Culture/Nature Partnership II (2)
A continuation of ENV 730. The second half of this project moves from project design and learning about restoration in action. Required for EL, MA, SP.

ENV 879
MA Portfolio Review (non-credit)
A portfolio of each student's work is required in order to graduate and must be submitted in the final semester. See the program description for Environmental Leadership.

ENV 880
Master's Thesis/Project Seminar (3)
This course provides faculty guidance to students engaged in writing the master's thesis or project. Required for EL MA.

ENV 887
Extended Master's Thesis/Project (0.5)
Students, who have not completed the thesis/project, may qualify for extension of the master's thesis semester. For more information please see the “Special Student Status” section. May be repeated.
"Watching the moon at dawn,
solitary mid-sky
I knew myself completely,
no part left out."
—Izumi Shikibu

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 in Interdisciplinary Studies.
INTERDISCIPLINARY STUDIES DEPARTMENT

Chair: Alan Hartway  
Administrative Director: Judith Sumner  
Undergraduate Advisor: Wendy Levin  
Core Faculty: Alan Hartway

UNDERGRADUATE STUDY
Bachelor of Arts  
in Interdisciplinary Studies

The Interdisciplinary Studies major provides a creative and challenging invitation for students to design a unique major by selecting courses from two or three different disciplines offered at Naropa. Students begin the program by taking the required Interdisciplinary Studies Gateway Seminar which surveys the history of disciplines and how 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, the Gateway Seminar instructor and their mentors to design a unique focus of study within two or three disciplines. This approach ensures that students bring an informed and educated perspective to designing their focus of study. The student takes the Capstone Seminar in his or her final semester.

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:

- a GPA of 3.0;
- an interview with the department and an application form;
- a plan of study including an essay and list of classes;
- a sample paper previously submitted in the context of a college course.

Requirements:
BA INTERDISCIPLINARY STUDIES

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

- Sixty credits earned at 300-level classes and above. These credits will be accumulated by completing the courses listed in the student’s approved Learning Agreement, and will include credits earned from the required Gateway Seminar (INTD 301), Advanced INTO Research Seminar (INTD 380) and Capstone Seminar (INTD 480).

- Students will design their unique Learning Agreement for a BA in Interdisciplinary Studies in the Gateway Seminar.

- Course work to be applied to the major may include up to 9 credit hours of independent study and 6 credit hours of transfer and/or consortium credits.*

- Interdisciplinary Studies students must attend the Gateway and Capstone semesters and Advanced Research course in residence.

* Note: This does not constitute an increase in the total number of transfer credits allowed. A maximum of 60 transfer credits will be accepted.

Learning Agreement

The Learning Agreement is an intensive investigation into the areas of academic interest expressed in the student’s Plan of Study. The student will be guided through this investigation by a careful consideration and interaction with the professor teaching the Gateway Seminar. In order to reflect the interdisciplinary nature of the Bachelor of Arts program, the Learning Agreement must incorporate disciplines from at least two but no more than three of the BA programs offered at Naropa. Students must select a minimum of 9 credit hours from each BA program’s list of required courses, provided in the course catalog. This is to ensure that they receive basic fluency, literacy and methodology for each discipline.
Contemplative Practice
Naropa University is known for its commitment to contemplative practices that nurture self-knowledge, openness, and compassion. In order to best serve an individual’s development and contribute to bettering our world, the Learning Agreement must include a minimum of 3 credits in one of the contemplative practices offered at Naropa University.

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

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

e Online course
FA Offered in fall
SP Offered in spring
SU Offered in the summer
FA/SP Offered in both fall and spring

INTERDISCIPLINARY STUDIES (INTD)
INTD 301
The Gateway Seminar (3)
The required Gateway Seminar in the Interdisciplinary Studies program surveys the history of disciplines as they are studied in colleges and universities. These disciplines, psychology, religious studies, fine arts, etc., traditionally constitute what becomes a student’s major and minor degree program. From that vantage point, the Gateway Seminar then turns to study the various disciplines as they are constituted at Naropa. With this background, students then create their Learning Agreement, which is the template for their own program in interdisciplinary studies. This approach ensures that students bring an informed and educated perspective to their unique focus. Open to INTD majors only. This course is a prerequisite to INTD program of studies. FA.

INTD 380/680
Advanced INTD Research Seminar:
Mentor and Protégé: A Faculty of Friends (3)
This course work surrounds research and methods of INTD work and provides students with skills necessary for work in their chosen fields of study. The course deepens library and computer skills for students preparing for their thesis semester, emphasizing integration of information fluency and literacy, analysis, synthesis, currency of information, critical thinking, developing bibliographies of seminal texts and writing annotated bibliographies. The course also fosters the community building aspect of INTD work as a larger discussion within academia, the humanities and culture studies, and supports and develops the mentorship relationship so that maximal utilization of this relationship benefits students on their journey through the INTD program. SP.

INTD 480
The Capstone Seminar (3)
The final component of the Bachelor of Arts program is the Capstone Seminar, a 3-credit course designed to guide students through their senior thesis. The senior thesis is a scholarly paper; annotated bibliography and a portfolio of work that reflects the student’s cumulative knowledge at the end of the degree program. This thesis is evaluated by mentors from the student’s chosen fields of study, as well as by the chair of Interdisciplinary Studies. Open to INTD majors only. SP.

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

INTD 880
The Master’s Project Seminar (3)
The Master’s Project is the final component of the Master of Arts program in Interdisciplinary Studies. In this seminar, students complete their master’s project, accompanied by an academic thesis with annotated bibliography. Students select a committee of three faculty members who supervise the project until completion. The committee must formally approve the final project in order for the MA degree to be awarded. FA.

INTD 881
Extended Master’s Project (1)
Students who do not complete their master’s project during the Master’s Project Seminar (INTD 880) may qualify for an extension of the master’s project semester. FA/SP.

HUMANITIES (HUM)
HUM 233
The Socially Engaged Imagination (3)
We read and discuss literature that examines social conflicts, political hot-spots and the potential for transformation. Authors range from Chinua Achebe, James Baldwin and Bertolt Brecht to Anne Fadiman, Toni Morrison, Alice Walker and Howard Zehr. Genres covered include short fiction, novels, interviews, plays and ethnography. Students engage in both individual and group projects designed to explore writing as a form of critique, celebration, discovery and social action. SP.
HUM 235
Western Philosophy: The Fox and the Hedgehog (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 special focus on Plato and Aristotle, we read primary sources to discover the problems they considered and the impact their answers have had on 3,000 years of Western history and thought, in particular linguistics, Christianity and modern culture. Students produce a portfolio of their philosophical vocabulary and contemplation. FA.

HUM 245
Western Philosophy II: Of Goths and God (3)
Western philosophy continued developing after the fall of Rome; from Augustine of Hippo to Thomas Aquinas, through medieval time up until the 1600s Enlightenment; establishing an intricate matrix of Christian, Islamic and Jewish thought. Using primary source readings, we examine the attempts to construct all-encompassing and symmetrical systems of thought. Students produce a portfolio of their philosophical vocabulary and contemplation. SP.

HUM 324
Twentieth-Century African American Thinkers (3)
From the earliest times the people of African descent in this country 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 explores the meaning of African American thought through the primary writings of thinker-activists. SP.

HUM 330/331
Democracy, Education and Social Change I and II (3 cr each)
This class provides 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 engage in participatory democracy by working with a group of students in a local school. The class meets for one hour a week on the Arapahoe 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 stay with the program for two semesters are eligible for a $1,000 AmeriCorps award. FA.

HUM 358
The Making of Modern India, 1885-1984 (3)
The social and religious reform movements in nineteenth century India were instrumental in forging organized political opposition to British rule. The seeds of Indian nationalism that were planted then flowered into full bloom the next century. The new nation that emerged with the end of British rule in 1947 was a product of subcontinental and international political and religious movements. The contest between indigenous values and Western values began in 1885 and it has continued since. This course explores the history of this contest and examines the pathways to the creation of a viable democracy and a pluralistic society. SP.

HUM 404
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 reconciliation emerged in his post-Mecca months. This course explores the link each saw between personal and social transformation and how they changed themselves and their worlds. FA.

HUM 406
Democracy in the United States of America, 1919-1968 (3)
The promise of freedom that lay at the heart of the American Revolution remained essentially unfulfilled for generations. For too long the nation ignored its high ideals thus denying millions of women and men their fundamental citizenship rights. The forgotten millions pressed forward insisting on transforming this nation’s institutions and structures. This course examines the struggles of several significant twentieth-century social change movements that helped to create a more democratic and open nation. FA.

SOCIAL SCIENCES (SOC)
SOC 202
Orientation Leadership Training (3)
This course provides a unique opportunity for current students to learn lifelong skills and co-create an intimate community by helping new Naropa students begin their journey. Prior to fall orientation, students become skilled 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 facilitate groups of new students for one week by providing support, resources and activities during their transition. FA.

SOC 209
Group Dynamics & Leadership: Creating Compassionate Community (3)
As a group, we 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 education 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 group "self." Students study and practice group leadership skills, as well as the interpersonal and communication skills helpful to take effective, compassionate action. Grading based on participation in house meetings, completion of weekly assignments and final project. Open to Sangha House residents only. FA.

WRITING AND LITERATURE (WRL)

WRL 234

Creative Writing and Literature (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 provoked and delighted humans across cultures—desire, transgression, the abuse of power and the quest for freedom. Along the way we discover scapegoats, utopias, alienation, madness, imprisonment, revenge, romantic love and ordinary magic. Half of the class time is devoted to discussion of student writing; the other half is a literature seminar. Each student completes a manuscript of original writing for this course. SP.
"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, Rinpoche. 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/cultural workers. 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 cultural workers/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 and Dance as well as a rich offering of electives.

Naropa University offers two distinct MFA degree programs in Theater: The Master of Fine Arts in Theater: Contemporary Performance program is located on campus in Boulder, Colorado. Both years of the Master of Fine Arts in Theater: 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.
PERFORMING ARTS PROGRAMS

UNDERGRADUATE PERFORMING ARTS PROGRAMS

Co-chairs: Pearl Uebungen and Mark Miller
Administrative Director: Liz Acosta

Bachelor of Arts in Music
Music Chair: Mark Miller
Academic Advisor: Jenny Dees
Core Faculty: Mark Miller
Adjunct Faculty: Rosanjal Bhartiya, Boubaqar Diébeté, Bill Douglas, Janet Feder, Chad Hamlil, Andre Mallinger, Gary McCrumb

Students are free to make the music that is most meaningful to them without restrictions on genre or style. Training includes performance, harmonic analysis, aural and rhythmic acuity, theory, history and multicultural perspectives on musical traditions. Creativity is grounded in the practice of improvisation—making music in the moment—and extends to the craft of composition, recording and innovative uses of music technology. Our goal is to make music that is a force for positive change in the world.

Declaration of Major
Declaring a major in Music requires
• an interview with the department;
• a supplemental application form;
• an audition (live or recorded);
• completion of MUS 100, Musical Beginnings, or equivalent.

The deadline for declaring a major in Music is October 30 for spring admission and March 1 for fall admission.

REQUIREMENTS: BA MUSIC
MUS 200   Ear Training I (3)
MUS 210   Ear Training II (3)
MUS 250   Music Appreciation (3)
MUS 280   Recording Studio I: Introduction to Music Technology (3)
MUS 360   Musicianship I (3)
MUS 370   Musicianship II (3)
MUS 397   Private Music Lessons (6-7)
MUS 460   Musicianship III (3)

Choose one of the following:
MUS 255   Introduction to World Music (3)

TOTAL CREDITS 36

Minor in Music
Choose one basic skills course:
MUS 200   Ear Training I (3)
MUS 360   Musicianship I (3)

Choose one history course:
MUS 250   Music Appreciation (3)
MUS 255   Introduction to World Music (3)
MUS 260   Listening to Jazz (3)

Choose one creative process course:
MUS 103   Afro-Pop Ensemble (3)
MUS 103
Afro-Pop Ensemble (3)
From Jiti to Jitije, this ensemble will learn and perform contemporary popular music of Africa. Precise rhythms and lively singing are the backbone of the ensemble. All instruments are welcome and there's plenty of room for those who don't play a standard western instrument. Come with enthusiasm and be prepared to sing! SP.

MUS 110
African Marimba Ensemble (2)
A prerequisite for those interested in majoring in music. No previous experience required. SP.

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 sopranos, two tenors, baritone and the giant bass) along with drums and other percussion. The class is primarily hands-on, learning music in a community setting, but students will also explore the rich cultural tradition and history of the Shona people and compare the music of Zimbabwe with other xylophone traditions in Africa and throughout the world. No previous musical experience is necessary. FA.

MUS 200
Ear Training I (3)
Elective credits (3)

MUS 250
Music Appreciation (3)

MUS 360, 370
Musicianship I, II (6)

MUS 397
Private Music Lessons (2)

Music Elective (3)

TOTAL MUSIC CREDITS 17

ELECTIVE CREDITS 13

TOTAL CREDITS 30

MUS 100
Musical Beginnings: An Introduction to Music Fundamentals (3)
The practice of music integrates many aspects of our being: the mind and the intricacies 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, skill-building exercises, formal analysis and listening. Students are also introduced to music from outside of their usual cultural reference and are 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; a prerequisite for those interested in majoring in music. No previous experience required. SP.

MUS 200/500
Ear Training I (3)
Training in skills necessary for the performance of many types of music including classical, jazz, folk and popular styles. Through games, exercises, theoretical analysis, improvisation and composition, students develop rhythmic precision, aural skills and an understanding of the basic principles of music theory. Topics include intervals, major and minor scales, key signatures, meter and notation. Prerequisite: MUS 100 or equivalent. FA.

MUS 208/508
Naropa Chorus (3)
Students will prepare for performance pieces from all periods of music history, including Medieval & Renaissance sacred music, Bach Choirales, folk and pop songs, jazz standards and contemporary pieces by Zap Mama, Bobby McFerrin and others. Participants must be able to carry a tune. The ability to read music is helpful, but not essential. The aim of the class is to learn about music and to uplift through singing. Students will perform in the final Music Arts Concert. FA.

MUS 210/510
Ear Training II (3)
A continuation of MUS 200. Additional topics include four-part writing, harmonic analysis and seventh chords. Prerequisite: MUS 200/500 or its equivalent. SP.

MUS 215/515
Sabar Drumming (3)
Sabar is a form of African music and dance that originated in and is specific only to Senegal. The sabar drum is a peg-tuned...
drum that is played with stick and hand. This class includes traditional sabar drumming techniques and the study and appreciation of African culture and history through music. The requirements for this course include attendance at all classes and participation at a performance at the end of the semester. FA.

**MUS 225/505**  
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, gongs, cymbals, Gamelan flutes and voice. Gamelan is often used to accompany dance, theater or puppetry. The Gamelan Orchestra appears in concert at the end of each semester. No previous experience is required. FA.

**MUS 230/530**  
Improvisation (2)  
Beginning with open improvisation and working very gradually with more complex forms, students explore various means of individual and group improvisation. Through the use of games, exercises and simple composition, students are encouraged to explore their musical identity. In this class, students learn by doing. The class is open to instrumentalists and singers at any level of experience. FA.

**MUS 250**  
Music Appreciation: Music of the Old World, the New World and Beyond (3)  
Students open themselves to the richness, beauty, power and magic of the world’s musical heritage. The class concentrates on the development of Western classical music and the history of jazz, as well as music from Brazil, India, Tibet, Mongolia, Japan, Bali, Bulgaria and Africa. Each student receives eight cassettes of highlights from the history of music. 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 shakuhachi (traditional bamboo flute), shamisen (three-string lute) and koto (13-string zither). The ability to read European music notation is not required. No previous experience in music is required. Alternate FA.

**MUS 260**  
Listening to Jazz (3)  
Open to all students, this class examines the multifaceted traditions of jazz, arguably the most significant musical development of 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. SP.

**MUS 265/535**  
Jazz Ensemble (2)  
Jazz performance ranges from the richly complex compositions and arrangements of Duke Ellington to the colorfully expressive “free jazz” of Ornette Coleman. The Naropa Jazz Ensemble explores many aspects of jazz including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the term. Students will audition with the instructor on the first day of class. FA.

**MUS 268**  
Indian Classical Music for Western Instruments (3)  
An ensemble course offered to instrumentalists and vocalists interested in exposure to music from the Indian classical tradition. The focus is on multi-instrumental works that allow for a broad range of instruments (including singers), accommodating unique timbres and ranges. Throughout the semester, students learn the different elements that make up a “raga” performance such as alap, jor, tans and taal while learning compositions and developing improvisational skills. Because of the challenging nature of Indian classical music, students are expected to be fluent on their instrument, regardless of genre. Following Indian classical tradition, the music is transmitted orally from teacher to student. FA.

**MUS 280/580**  
Recording Studio I: Introduction to Music Technology (3)  
In this class we develop an understanding of the basic principles of acoustics and electronics as they pertain to sound transmission and recording. Of particular concern is the hands-on use of microphones, signal and dynamic processors and multi-track recording equipment both as creative and archival tools. We also gain practical experience through group and individual recording projects that explore the technical differences between analog and digital recording and their respective techniques. Prior recording or music experience, though helpful, is not required. FA/SP.
MUS 360/550
Musicanship I (3)
Intensive musical training sessions involving sight-singing, musical dictation, rhythmic exercises (using rhythms from India, Africa, Brazil and Cuba, jazz, rock and contemporary classical music) and the study of harmony as used in classical, jazz and pop music. Prerequisite: MUS 210/510 or equivalent. FA.

MUS 370/560
Musicanship II (3)
A continuation of MUS 360/550. Prerequisite: MUS 360/550 or its equivalent. SP.

MUS 380/585
Recording Studio II: Technology and Creativity (3)
In this course we explore and experiment with the tools of the recording studio and their role in the creative process. Advanced recording and studio techniques will be applied. Particular emphasis will be given to the use of signal processing (equalization and effects) and digital editing and the creative opportunities provided by these technologies. Group and individual projects are the means through which we foster creativity and its evolution. Prerequisite: MUS 280/580.

MUS 397/597
Private Music 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 explore a variety of unconventional approaches to composition, helping each student to express his or her own voice. Possible avenues include multitrack recording techniques, alternative intonation systems and composing for dance, theatre and film. Knowledge of conventional music theory and notation and skill on particular instruments is welcome, but not required. FA.

MUS 460/570
Musicanship III (3)
A continuation of MUS 370/560. Prerequisite: MUS 370/560 or its equivalent. SP.

MUS 499
Independent Study (1–3)
FA/SP

Bachelor of Fine Arts in Performance
BFA Chair: Pearl Ubungen
Academic Advisor: Jenny Dees
Core Faculty: Edris Cooper-Anifowoshe (Theater), Barbara Dilley (Contemplative Dance Practice, Improvisation), Ethie Friend (Roy Hart Vocal Training), Mark Miller (Music, Improvisation), Pearl Ubungen (Community-based Arts, Choreography), Lee Worley (Mudra Space Awareness)
Adjunct Faculty: Laura Allard (Anatomy in Clay™), Annie Brook (Body-Mind Centering™), Giovanna Jobson (Buddhist Meditation), Katharine Kaufman (Yoga), Adwoa Lemieux (Contact Improvisation), Elenei Levidi (Authentic Movement), Eve Maisionpierre (Vocal Training), Maputo Mensah (African Dance), Paul Oertel (Vocal Training), Onye Ozuuzu (Afro Modern), Fara Tolno (Dance and Drumming from Guinea)
Guest Artists: Margit Galanter ("Tuning" Scores, Contact Improvisation), Darrell Jones (Dance), Ledoh (Butch), Amara Tabor-Smith (Capeoeira, Roots Modern Experience), Alice Tarkeshi (Ikebana, Shambhala Buddhism)
Master Teachers/Artists-in-Residence: Jonathan Hart Makwaia (Roy Hart Vocal Training), Carol Mendelson (Roy Hart Vocal Training), Augusta Moore (Ballet, Feldenkrais®), Robert O'Hara (Writer/Director), Esiaba Irobi (African Theater, Post-colonial Studies), Peggy Pettitt (Self-Scripting), Amy Russell (Lecoq Based Theater)
Seminar Guest Lecturers: Daniel Banks, Ninotchka Bennehum, Esiaba Irobi, Oluwabemiga Ogboro-Cole, Reggie Prim

The BFA in Performance is an innovative and exciting interdisciplinary program designed for the student who wants to pursue conservatory-style ensemble training in theater, dance and voice. This environment cultivates and supports the integration of mindfulness/awareness practices, individual creativity and critical study. At the core of the BFA's intention and mission are community-based workshops and outreach, building partnerships with the broader society, cultural and historical awareness and diversity training, and re-visioning the role of the artist in the twenty-first century.

Declaration of Major
Students who are applying to the BFA in Performance major must
- have prior experience in dance, theater or voice;
- meet with the Performing Arts advisor to clarify personal objectives and goals for a major;
- submit a supplemental application and optional video of work;
- submit a one-page letter of intent to the chair;
- attend a BFA technique class and/or audition;
- complete a formal interview with the chair;
- submit up to two letters of recommendation; one from the college faculty at Naropa, and preferably the second from a Naropa performing arts faculty, or two from another arts institution/organization;
• submit application materials to the chair by October 15 for spring enrollment and March 15 for fall enrollment.

**REQUIREMENTS: BFA IN PERFORMANCE**

The BFA in Performance accepts first-year college students (eight semester track) and transfer students (six semester track). Transfer students with 60 credits must commit to a minimum of five semesters along with a summer intensive and/or concentration work. Depending on a student's point of entry, the total required BFA Module credits can range from 42 to 63 credits. Students may speak with the BFA chair for further details.

**Ensemble Training Modules: 42 to 63 credits (based on incoming student status)**

The heart of the BFA in Performance is the ensemble training module. The module is required each semester and is comprised of dance, acting and voice training, contemplative practices (i.e. sitting meditation, space awareness, contemplative dance practice and yoga), and select special components such as group process, community apprenticeships, anatomy, diversity training, ikebana, improvisation/scores, drama talks on contemplative view, meditation practicums, directed projects and performances. Additionally, Master Teachers/Artists-in-Residence will lead intensive trainings and workshops as part of the module.

**Four-Year Curriculum Design**

The BFA curriculum design is inspired by the path of the Shambhala dignities. A familiar presence at Naropa University, the four dignities of Tiger, Lion, Garuda and Dragon are expressions of energy and discipline that manifest synchronized mind and body, authentic presence and warriorship.

**Tiger:** 6-credit ensemble training module introduces students to fundamentals and view of the BFA, while allowing students to fulfill the 8-spoke requirements. No performances in the first semester. Students are required to take PFAR 175, 233.

**Lion:** 9-credit ensemble training module. Intensified schedule with introduction to specialized forms (i.e. Community-based work, Mudra space awareness, BMC). Rehearsals and performances. Shambhala Training levels completed. Required summer intensive or academic concentration work. Students are required to take PFAR 233, 333.

**Garuda:** 9-credit ensemble training module. Upper-division course work includes Community Arts Apprenticeship and completion of academic concentration. Multiple performances, extending into larger collaborations. Required summer intensive. Students are required to take PFAR 373, 433.

**Dragon:** Final Semester 6-credit ensemble training module. PFAR 489, Final Senior Interdisciplinary Project. Major performance. Final Senior project and paper extends into community-based work. Senior portfolios complete.

The BFA Community Arts Apprenticeship is a hands-on direct learning experience in teaching creative movement/dance with children (grades one to five). BFA apprentices will observe and assist teachers, work with teaching plans, study basic teaching practices and develop a strong foundation for teaching in public school and community venues.

**The BFA Review Process**

Students in Naropa's BFA in Performance program are graded on participation, involvement and growth in the areas of performance and academic study. Because of the ensemble format, students receive one grade for a large portion of their work. Therefore, the department endeavors to meet with students each semester to apprise them of areas needing improvement or growth. Those students who are struggling should carefully consider their desire to continue in the BFA program because two semesters of low grades result in suspension from the university. The department is committed to working with each student to support successful completion of the program.

**Ensemble Training Requirements for BFA in Performance: Freshmen and lower-division transfer students with less than 30 credits**

| PFAR 110  | BFA Module I (6) |
| PFAR 160  | BFA Module II (6) |
| PFAR 210  | BFA Module III (9) |
| PFAR 260  | BFA Module IV (9) |
| PFAR 310  | BFA Module V (9) |
| PFAR 360  | BFA Module VI (9) |
| PFAR 480  | BFA Module VII (9) |
| PFAR 489  | Senior Interdisciplinary Project (3) |
| PFAR 490  | BFA Module VIII (6) |
| PFAR 499  | Independent Study (1-6) |

**Requirements for BFA Performance: Upper-division transfer students with 60 credits**

| PFAR 410  | BFA Module I (9) |
| PFAR 460  | BFA Module II (9) |
| PFAR 465  | BFA Module III (9) |
| PFAR 475  | BFA Module IV (9) |
| PFAR 485  | BFA Module V (6) |
| PFAR 489  | Senior Interdisciplinary Project (3) |
| PFAR 499  | Independent Study (1-6) |

**Additional Requirements for all BFA in Performance Students**

**BFA Seminars and Academic Concentrations**

The BFA Seminars are a series of lecture courses that span the entire BFA program and are central to its view—focusing on historical/contextual and theoretical frameworks and developing a critical/analytical approach to the study of arts and culture. PFAR 175 is a prerequisite for BFA Seminar I.
CREDIT SUMMARY
BFA Requirements for Graduation

Freshmen

<table>
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<tr>
<th>Module</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Ensemble Training Modules</td>
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<tr>
<td>Cultural/Historical Studies/Diversity Training</td>
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<tr>
<td>BFA Seminars</td>
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<tr>
<td>Academic Concentration</td>
<td>6</td>
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<tr>
<td>Senior Interdisciplinary Project</td>
<td>3</td>
</tr>
<tr>
<td>Independent Study (under advisement of chair)</td>
<td>1–6</td>
</tr>
</tbody>
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**TOTAL BFA CREDITS** 88–93

Transfer Students with 15 to 59 credits

<table>
<thead>
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<th>Module</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>Ensemble Training Modules</td>
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<tr>
<td>Cultural/Historical Studies/Diversity Training</td>
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<td>BFA Seminars</td>
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<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>1–6</td>
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**TOTAL BFA CREDITS** 76–81

Transfer Students with 60 credits

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<th>Credits</th>
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<td>BFA Seminars</td>
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<td>Academic Concentration</td>
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<tr>
<td>Senior Interdisciplinary Project</td>
<td>3</td>
</tr>
<tr>
<td>Independent Study (under advisement of chair)</td>
<td>1–6</td>
</tr>
</tbody>
</table>

**TOTAL BFA CREDITS** 64–69

General education requirements can vary and will be individually designed with the BFA chair and advisor.

Additional Naropa classes outside of the BFA required for graduation and completion of the BFA:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 119</td>
<td>First Year Seminar I: History of the Avant-Garde (3)</td>
</tr>
<tr>
<td>FYS</td>
<td>First Year Seminar II (3)</td>
</tr>
<tr>
<td>WRL 105</td>
<td>Writing Seminar I: Art of the Engaged Writer (3)</td>
</tr>
<tr>
<td>WRL 225</td>
<td>Writing Seminar II: Art of the Scholar (3)</td>
</tr>
</tbody>
</table>

REL 390W  Shambhala Training Level I
REL 391W  Shambhala Training Level II
REL 392W  Shambhala Training Level III
Environmental Awareness requirement (3)

The following general education requirements are included in the BFA modules:

Artistic Process (6 of 6)
Civic Engagement (6 of 6)
Contemplative Practices and World Wisdom Studies (12 out of 12)
Cultural and Historical Studies (6 of 6)
Diversity and Cultural Awareness (6 of 6)
Psychology (6 of 6)

Weekly BFA Module Schedule

The following is an example of a weekly BFA Module schedule. Please note that modules often "release" to accommodate Master Teachers/Artists-in-Residence who will be leading workshops and intensives.

**Monday**

9:00–12:00  Acting II
12:30–1:30  Community Lunch
2:00–5:00  BFA Seminar II: Contemporary Performance

**Tuesday**

8:00–9:30  Afro Modern Dance
10:00–11:30  Contemporary Dance: Luscious Movement
11:30–12:30  Lunch
12:30–2:30  Acting II
2:45–5:00  Anatomy in Clay®

**Wednesday**

9:30–10:00  Meditation
10:00–12:00  Directed Study or Guest Artist Lunch
12:00–1:00  Performance Practicum: Bewildering the Eye...Enticing the Ear
1:00–3:00  Meditation Interviews or Voice Privates
3:00–5:00  

**Thursday**

8:00–9:30  Afro Modern Dance
10:00–11:30  Contemporary Dance: Luscious Movement
11:30–12:30  Lunch
12:30–2:30  Voice II
2:45–4:15  Buddhist Meditation Practicum

**Friday**

8:45–9:30  Community Arts Apprenticeship (off-site)
10:00–12:00  Group Process or Voice II Lunch
12:00–1:00  Performance Practicum: Bewildering the Eye...Enticing the Ear
1:00–3:00  

Performing Arts Programs
Minor in Performance

Current Naropa students with 6 credits of PFAR electives may apply for a minor in Performance through the BFA program. An audition and interview with the chair are also required. Minor in Performance students must complete one full semester (12 credits) of the BFA program, including all ten-page paper and a final performance. The semester commitment 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 for the fall semester only on space-available basis. Only upper-division students may apply for a minor in performance.

PFAR 175 Cultural/Historical Studies & Diversity Training (3) or
PFAR 233 BFA Seminar I: New Perspectives in the Arts: Cultivating the Shift (3)
PFAR 410 BFA Ensemble Training Module I (9)

TOTAL CREDITS 12

Minor in Dance

To minor in Dance, students must complete a prerequisite of PFAR 203, and then complete 12 credits from the following:

Choose 6 credits from the following basic skills courses:
PFAR 240 Contact Improvisation (3)
PFAR 380 Dance Technique: Luscious Movement I (3)
PFAR 381 Dance Technique: Luscious Movement II (3)
PFAR 385 Contemporary Dance: New World Forms I (3)
PFAR 386 Contemporary Dance: New World Forms II (3)

Choose one of the following contemplative forms:
PFAR 320 Authentic Movement (3)
PFAR 375 Contemplative Dance Practice: Body/Mind Awareness (3)

Choose one of the following specialized courses:
PFAR 233 BFA Seminar I: New Perspectives in the Arts: Cultivating the Shift (3)
PFAR 245 Dance of Africa I (3)
PFAR 311 Performance Practicum: Bewildering the Eye...Enticing the Ear (3)
PFAR 345 Dance of Africa II (3)

TOTAL CREDITS 12

PFAR Electives
PFAR 103 Intro to Dance & Theater Studies I: Wisdom of the Body (FA)
PFAR 203 Intro to Dance & Theater Studies II: Investigating Performance (FA)
PFAR 240 Contact Improvisation (SP)
PFAR 245 Dance of Africa I (FA/SP)
PFAR 250 Acting Essentials I (FA)
PFAR 311/511 Performance Practicum: Bewildering the Eye...Enticing the Ear (SP)
PFAR 320/520 Authentic Movement (FA)
PFAR 325/550 Voice & Sound (SP)
PFAR 340/540 Afro Modern Dance (FA)
PFAR 345 Dance of Africa II (FA)
PFAR 350 Acting Essentials II (SP)
PFAR 375/575 Contemplative Dance Practice (SP)
PFAR 380/580 Dance Technique: Luscious Movement I (FA)
PFAR 381/581 Dance Technique: Luscious Movement II (SP)
PFAR 385/585 Contemporary Dance: New World Forms I (FA)
PFAR 386/586 Contemporary Dance: New World Forms II (FA)

PERFORMING ARTS COURSES

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

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

e Online course
FA Offered in fall
SP Offered in spring
SU Offered in the summer
FA/SP Offered in both fall and spring

PERFORMING ARTS (PFAR)

Elective offerings in Dance, Theater, and Music
All classes are experiential unless otherwise noted.

PFAR 103 Intro to Dance & Theater Studies I: Wisdom of the Body (3)
This class provides an opportunity for students with no previous dance or theater experience to explore a range of creative and contemplative processes that serve as gateways to further training in dance & theater-based techniques and forms. We focus on body/mind awareness and the multitude of ways the body interacts with forms/practices leading us to a deeper sense of alignment, ease, joy and deep play. The class is enhanced by guest faculty from the BFA. The development of individual presence and awareness of the dynamics of ensemble is emphasized throughout the semester. This course serves as prerequisite to PFAR Dance & Theater courses and is for students interested in embodied creative process and performance skills. FA.

Performing Arts Programs 115
PFAR 175
Cultural/Historical Studies and Diversity Training (3)
This course is designed for BFA in Performance students as a prerequisite to the BFA Seminar lecture series. The goals of this course are 1. to introduce and explore social and historical constructions of difference in relationship to power, class, race, and privilege; 2. to investigate how these constructs have evolved in relationship to the history of diverse communities in America; 3. to prepare students with critical thinking skills that aid in identifying inequality and oppression; and 4. to evolve a practice/process for the BFA ensembles to work towards change as artists, as individuals in our community and the society at large. Readings and written essays required. Open to Performing Arts majors and minors only. FA.

PFAR 203
Intro to Dance & Theater Studies II:
Investigating Performance (3)
Investigating Performance invites students into the world of the performing arts—giving students an opportunity to engage in physical training and explore a range of interconnected dance and theater forms. A through line of technique (either dance or theater) will be enhanced by a series of intensive workshops with guest artists from the BFA in Performance and PFAR faculty. Each form/technique explored will be framed by cultural/historical lecture-demonstrations that incorporate video, slides and performance texts of innovative contemporary artists. Prerequisite: PFAR 103 or permission of instructor. SP.

PFAR 233
BFA Seminar I: New Perspectives in the Arts:
Cultivating the Shift (3)
To cultivate a shift in our perspective toward art and culture in America, this course explores the community-based arts, arts activism, “political art” and new genres evolving in postmodern/new/contemporary dance and performance. Individual discussions and writings will focus on framing, discussing 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 or lesser degree, have distinguished themselves from the mainstream. Exams and several short papers will be required. BFA Seminars II, III and IV will follow the same course outline with progressive and varied materials. Prerequisite: PFAR 175. BFA majors and minors only. SP.

PFAR 240
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 ledges and levels and exploring different depths and textures of touch. Skills in individual, partner and group dances will be developed. Both beginners and more experienced contact improvisers are welcome. Prerequisite: PFAR 103 or permission of instructor. SP.

PFAR 245
Dance of Africa I (3)
This class teaches dance and rhythm from diverse cultural traditions of Ghana. Students learn to hold respect for cultural traditions, the role dance plays in community, the teacher/student relationship and for the joy of dance. Students are required to practice dance technique daily, attend four community sponsored African dance concerts and write research or reflection papers on traditional African dance technique and history. Students must dance hard, have fun and participate in a performance at the end of each semester. Appropriate dance wear required. Students are required to purchase traditional dance costumes. FA/SP.

PFAR 250
Acting Essentials I (3)
This course is an introduction to basic principles of acting through exercises, games and improvisation. Students develop skills in the area of focus and concentration, visualization, physical action and psychophysical gesture. Students will also learn script analysis and research, steps to characterization, how to take risks and make informed choices. The responsibilities of an actor, both in production and throughout a career will also be emphasized. FA.

PFAR 311/511
Performance Practicum: Bewildering the Eye...Enticing the Ear (3)
Designed for upper-division Music and BFA in Performance majors this course brings together intermediate/advanced practitioners of dance, theater and music to provoke new, cross-disciplined performance works and dialogue. Co-led by saxophonist Mark Miller and choreographer/cultural activist Pearl Ubungen—co-chairs of the Performing Arts Department—this experimental lab generates many mixed collaborations evolving from varied approaches and structures including simultaneous composition (music-dance composition), “tuning” scores, “romantic partnership,” unilateral decision making and indeterminacy. Artists sharpen and deepen the process of composition into engaged performance. A series of public performances throughout the spring is a required component of this course. Prerequisites: Open to Music majors and upper-division BFA students only. Students minoring in Dance must apply, audition and interview with the chair of the BFA in Performance. SP.

PFAR 320/520
Authentic Movement (3)
Authentic Movement is grounded in the relationship between a mover and a witness both on an inner and an outer level. The mover works with eyes closed following a deeper kinesthetic reality. The witness offers an attentive
non-judgmental presence. As embodied self-directed dialogue between the unconscious and consciousness, this work invites healing and the development of inner authority. The class is experiential, interweaving history and theory with the students' evolving practice and emerging questions. Prerequisite: Previous dance training is required. Upper-division only. FA.

PFAR 325/550
Voice and Sound I (3)
This course focuses on developing the awareness and skills that allow the performance artist's essential voice to speak and be heard. Students explore how intentionality determines form and the way one's voice manifests as a unique statement. A forum is created in which the audience/performer relationship can be explored and artistry clarified. The class is performance oriented requiring regular presentations and two one-page papers. Recommended prerequisite: PFAR 203; upper-division only SP.

PFAR 340/540
Afro Modern Dance (1.5)
This course offers a unique style of "afro-modern" dance technique that incorporates essential philosophies, training patterns and vocabulary from a variety of movement traditions: West African dance, martial arts, release-based modern and yoga contribute material to the structure of the class. The class follows an eastern-oriented style where principles are transmitted through the learning and repetition over time of a form. The style is characterized by a grounded, powerful stance, a rich rhythmic structure, and a conscious cultivation and directed projection of energy. Previous dance training is required. FA.

PFAR 345
Dance of Africa 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, sequences and movements of African Dance I. African Dance II will develop more complex and sophisticated movements and dance sequences. Students will be required to practice dance technique daily, attend 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 245 or previous traditional African dance experience is required. SP.

PFAR 350
Acting Essentials II (3)
A continuation of PFAR 250. Prerequisite: PFAR 250 with a grade of B or higher, or permission of instructor with possible audition. SP.

PFAR 375/575
Contemplative Dance Practice: Body/Mind Awareness (3)
Contemplative dance practice joins the disciplines of sitting meditation with practices from contemporary dance, improvisation and movement studies. Sessions include sitting meditation, personal awareness practice, "open space" (working in space with others) and group discussions. Upper-division students only. It is recommended that students have previous experience in meditation practice. Prerequisite: PFAR 103 or PFAR 203 or permission of instructor. SP.

PFAR 380/580
Dance Technique: Luscious Movement I (3)
Students work from the notion of internal awareness while tapping into creativity and imagination as potent energetic forces that support the development of full, embodied dancing. Class includes warm-up/technical exercises inspired and influenced by a variety of movement forms/styles ranging from ballet, modern/post-modern, modern jazz, "release," somatic practices, as well as more inventive movement phrases that can open up into co-created working material. Musicality, rhythm and phrasing are important elements as well as working with silence as accompaniment. Prerequisite: PFAR 103, PFAR 340 or permission of instructor. FA.

PFAR 381/581
Dance Technique: Luscious Movement II (3)
A continuation of PFAR 380/580. Prerequisite: PFAR 203 and PFAR 380/580 or permission of instructor. SP.

PFAR 385/585
Contemporary Dance: New World Forms I (3)
This experimental technique class juxtaposes two distinct dance or body-based practices with the intention of mutually informing and influencing how we view and practice each form. Examples of couplings are Yoga and New Dance, Capoeira and Sengbele Bagataye or CI Kung and CI (Contact Improvisation). Through this cross-cultural exploration, the student experiences the interesting ways there is "overlap," sharing and affinity between distinct world cultural forms. Group discussion and dialogue is an integral part of the class. Final paper required. This course features guest artists from the BFA in Performance. Requirements: PFAR 380/381. FA.

PFAR 386/586
Contemporary Dance: New World Forms II (3)
A continuation of New World Forms I. Requirements: PFAR 380/381. SP.

PFAR 499
Independent Study (1–6)
FA/SP.
MFA Theater: Contemporary Performance

Naropa Faculty:
Wendell Beavers (movement/dance, Somatic Technique, Viewpoints); Erika Berland (Experiential Anatomy, BMC™-based Somatics); Barbara Dilley (dance, contemplative arts, meditation); Ethelyn Friend (Roy Hart Vocal Work); Stephen Wangh (psychophysical acting, ensemble playwriting); Lee Worley (acting/directing, contemplative forms/practices); Naropa Academic Faculty (TBA): View and Practice; Naropa Traditional Eastern Arts Faculty (TBA): (ikabana, aikido, kyudo, t'ai-chi ch'uan)

Associated Artists:
Daniel Banks (Performance Studies, Cultural and Academic Seminar); Anne Bogart (Viewpoints, directing); Bob Een (vocal technique, music composition); Lanny Harrison (physical acting, solo performance); Moises Kaufmann (ensemble playwriting, directing); Jonathan Hart Malawaia (Roy Hart Vocal Work); Meredith Monk (song creation and vocal technique); Barney O’Hanlon, SITI Company (Viewpoints, choreography); Mary Overlie (Viewpoints, choreography, directing); Amy Russell (Lecoq Based Actor Created Theater)

Associated Companies: **
Meredith Monk and The House
Anne Bogart and SITI Company
Moises Kaufmann and Tectonic Theater

**master classes, workshop productions and ongoing core faculty involvement with members of associated companies.

The MFA Theater: Contemporary Performance is a 48-credit degree program designed to train professional performers, creators and facilitators of performance. It is the first graduate training program that integrates contemporary physical theater, viewpoints theory and practice and traditional contemplative practices. Students are expected to work in a technically and aesthetically extended physical, vocal and emotional range, to create original work and to work with the traditional play form and under direction. Considerable production work, in a variety of scales and with particular emphasis on political and social relevance, will be ongoing, especially in the second year. The creation and cultivation of ensemble is at the core of the Contemporary Performance pedagogy in both training and production work. The program strives to support careers that integrate teaching and service with professional performance, directing and creation of new performance aesthetic.

- techniques of generating text through ensemble playwriting and self-scripting.

Academic seminar work in Performance Studies Theory and cultural academic contexts of performance is ongoing.

ADMISSION REQUIREMENTS:
MFA THEATER:

CONTEMPORARY PERFORMANCE

1. Standard graduate admission requirements (see p. 20).
2. Applicants must demonstrate professional accomplishment in one of the following areas and a minimum degree of competency in all three:
   - Acting: preferably with significant training in more than one approach i.e., physical, Meisner
   - Movement/Dance: postmodern or modern forms, martial art or significant physical acting training
   - Voice: musical competency and foundation vocal technique either text or music based.
3. Prior artistic ensemble experience is highly encouraged.
4. Maturity and readiness to undergo a rigorous professional training.
5. Applicants must demonstrate high levels of commitment, maturity and dedication.
6. Head shot.
7. Selected applicants will be asked to attend an interview/audition in Boulder, New York or San Francisco during February 2006. Applicants' admissions files must be complete before scheduling an audition.
The following outline for year one is subject to change in sequence but over the course of the two years all of these components and faculty will be present. Both practice and view and core training in acting, voice and movement will be ongoing throughout the two-year curriculum. Students take 12 credits per semester; for a total of 48 credits.

**REQUIREMENTS:**

**MFA THEATER:**

**CONTEMPORARY PERFORMANCE**

First year, fall

*First seven weeks:*

*Foundation Somatics/Investigating Physical Virtuosity:* developmental movement, experiential anatomy, release, dynamic alignment—Wendell Beavers, Erika Berland

*Roy Hart Vocal Work: Ethelyn Friend*

*Psychophysical Acting/Grotowski Based: plastiques, corporals, cultivating immediate access to emotional sources, creating containers for emotion, understanding of presence—Steven Wangh and Guest Faculty TBA*

*Contemplative Arts and Meditation Training: Meditation practice and orientation to Buddhist phenomenology and psychology, nature of mind teachings from the Buddhist tradition—Barbara Dilley and Naropa faculty*

*Middle three weeks:*

*Viewpoints Intensive: Barney O'Hanlon, SITI Company, Beavers, Wangh*

*Voice Tutorials: Ethelyn Friend*

*Physical Technique: SITI Company/Beavers*

*Practice and View: Naropa Faculty*

*Applying Psychophysical Technique to Character Work, Styles and Performance: Wangh*

*Final four weeks:*

*Physical Training/Viewpoints: Beavers/SITI Company*

*Voice Intensive: Jonathan Hart and Guest Faculty TBA*

*Ensemble Playwriting: Wangh, Tectonic Theater*

*Applying Psychophysical Technique to Character Work, Styles and Performance: Wangh*

*Presentations*

*Cultural and Academic Context Seminar: Daniel Banks and guest faculty, runs throughout semester*

First year, spring

*First three weeks:*

*Physical Training: Eastern Arts*

*Directing and Ensemble Playwriting: Moises Kaufman, Tectonic Theater*

*Presentation*

*Second four weeks:*

*Advanced Somatic Technique, Experiential Anatomy/Eastern Arts: Berland, Beavers/Naropa Faculty*

*Vocal Intensive: Roy Hart or World Vocal Technique, Tuva/Overtone*

Choreography/Postmodern Tradition: Wendell Beavers

Mudra Theater: Worley

Practice and View: Naropa Faculty

Presentations

**Final seven weeks:**

*Roy Hart Voice Work: Ethelyn Friend*

*Ensemble Projects: Faculty TBA*

*Physical Training: TBA (Somatic Technique, Butoh, Tibetan Yoga)*

*Final First Year Project Presentations*

Second year, fall

*Advanced Physical Technique: Dance based techniques, Release, somatic forms, yoga—Beavers and Faculty*

*Theater Based Physical Techniques: drawn from Butoh, Suzukii, Lecoq, Grotowski Plastique and Corporals—SITI Co., Wangh, Russell and faculty TBA*

*Lecoq Based Actor Created Theater: Russell*

*Scene, Monologue and Character: Steve Wangh*

*Teaching Seminar: Wangh, Beavers, Dilley*

*Vocal Work: Relating Song to Text, World Vocal Techniques for extended voice—Roy Hart faculty, Bob Een*

*Acting Work: Relating psycho physical work to the viewpoints, scene, classical text—Steve Wangh*

*Project/Production*

Second year, spring

*Advanced Physical Technique: Continuation of Semester I sequence*

*Viewpoints: Composition, Directing and Performance Technique—Mary Overlie, Wendell Beavers, Anne Bogart*

*Vocal Work: Continuation of Semester I sequence*

*Ensemble Playwriting/Directing: Tectonic Theater*

*Teaching Seminar—Dilley, Beavers, Worley, guest faculty*

*Ensemble Production: Meredith Monk and Company*

*Culminating Projects: Initiated and designed by the student in the fields of service learning, creating pedagogy, pure research focused on training issues or production.*

**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 Instructors:

Thomas Prattki, Amy Russell, Ilan Reichel, Kenneth Lewis

**Guest Instructors have included:**

*Frances Barbe, Kevin Crawford, Alain Fairbain, Susana Lastreto, Marcela Lorca, Michael Murphy, Phillip Shafer, Daniel Skinner, Adele 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 international metropolis and hub of the arts. Additionally, MFA students are fully mixed with the international students of 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 capabilities of the actor's body, and locating the body as the source of invention of new theatrical forms and languages. The daily and weekly schedule for both first and second year balances improvisation and movement classes. Collaborative creation is fostered by the daily invention and rehearsal of the students' group work, which is performed at the end of each week.

ADMISSION REQUIREMENTS:
MFA THEATER:
LECOQ BASED ACTOR CREATED THEATER
1. Standard graduate admission requirements (see p. 20).
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 ensemble experience is highly encouraged.
4. Applicants must demonstrate high levels of commitment, maturity and dedication.
5. Selected applicants will be asked to attend an interview/audition for this program. These will be held in Boulder, Colorado, during September 2005 and February 2006 and in London, UK, throughout the academic year.
6. Head shot.
7. Performance resumé.

REQUIREMENTS:
MFA THEATER:
LECOQ BASED ACTOR CREATED THEATER
The curriculum of the first year includes:
- The basis of improvisation: an observation of everyday life
- The neutral mask: essentialized natural movement, developing both calm and risk-taking
- The dynamics of nature: natural phenomena are explored with the purpose of finding their human and theatrical equivalencies in situation and character
- Poetics: through movement, a translation of other art forms into the language of theater
- Bestiary: the study of animals with an eye to character creation
- Masks: expressive and larval masks
- Creating a character: a cumulative approach to character creation and the development of virtuosic skills in improvisation
- First production: student creations based on theme-specific field research

The curriculum of the second year includes:
- Storytelling Languages: silent storytelling, moving pictures and the world of narration
- Commedia dell'Arte: an exploration of traditional Commedia dell'Arte and its reinvention, using classic leather masks and new, student-made masks
- Melodrama and the Theater of the Passions: following the flow of emotion towards lyricism
- Tragedy: using classic and modern poetic texts, research into the relationship between the tragic chorus and the protagonist
- The grotesque, the fantastic and the mysterious: inventing a new body in which to explore new worlds
- The study of laughter: the clown and other comic genres
- Final student production: the theater of the future

Probationary Period
The first seven weeks of this program serve as an extended audition and are considered probationary for all first-year students. After these seven weeks, the faculty will assess all students and may ask a student to leave. These cases may be deemed necessary based on evaluation of the following criteria:

1. Is the student physically capable of following the training without causing possible injury to self or others?
2. Is the student psychologically capable of following the training without causing possible harm to self or others?
3. Is the student showing signs of delinquency: frequent absences or lateness to class, a disruptive comportment within class.

Admission 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 territories?
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?
“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

Chair: MacAndrew Jack
Administrative Director: Jennifer Sanchez
Advisor: John Guy
Internship Coordinator: Jaffy Phillips
Core Faculty: Lauren Casalino, MacAndrew Jack, Karen Kissel Wegela
Adjunct Faculty: Jackie Ashley, Zoë Austrein, Susan Barbieri, Sue Bell, Jane Bryant, Sharon Conlin, William Coppersmith, Betsy DeCastro, Andrea Dugan, Kathy Emery, Jack Gipple, Julie Green, Steve Henne, Peter Hurst, Francis Kaklauskas, Sherri Kimbell, Stacy Kiser, Wendy Levin, Tharpa Lowry, Kate Mazuy, Dolly Muzer, Susan Nimmanheminda, Sandy Novak, Judith Partin, Pat Patton, Jaffy Phillips, Jeff Price, Tsuneml Rooney, Joseph Schultz, Gil Shalit, Alexandria Shenpen, Janet Solynites, Helena Unger, Robert Unger

GRADUATE STUDY
Master of Arts in Psychology:
Contemplative Psychotherapy

MA Psychology: Contemplative Psychotherapy is a unique clinical training program integrating western psychotherapy and Buddhist psychological insights. The practice of mindfulness-awareness meditation together with traveling through a specific sequence of classes as a cohort leads to an increasing ability to be with oneself and others and provides the ground for entering into genuine relationships with therapy clients. The maitri retreats are an opportunity for students to deepen both in relationship to community and mindfulness-awareness practice. 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 the 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. 20). Please note: The department will not accept letters of recommendation from current or former therapists.
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.
4. A supplemental application is required.
5. Selected applicants will be required to come to Naropa to participate in both a small group and individual interview.

REQUIREMENTS:
MA PSYCHOLOGY:
CONTEMPLATIVE PSYCHOTHERAPY

First year, fall
PSYC 608 Introduction to Buddhist Psychology: Practicum I (2)
PSYC 609 Group Process I (1)
PSYC 618 Human Growth and Development: Contemplative View (2)
PSYC 718 Community (2)
PSYC 778 Transitions, Lifestyles and Career Development (2)

Body-awareness elective (3)

SUBTOTAL 12

First year, spring
PSYC 619 Group Process II (1)
PSYC 628 Evolution of Concepts in Western Psychotherapy (2)
PSYC 658 Buddhist Psychology II: Abhidharma (2)
PSYC 668 Family Process (2)
PSYC 678 Psychopathology I: Sanity and Neurosis (2)
PSYC 689 Maitri Program I (2)

SUBTOTAL 11
### Internship
A vital part of the program is the nine-month supervised internship that provides the opportunity for students to practice clinical work in specialized areas. The internship is the focus of the third year.

### Master’s Paper
The culmination of the internship is the writing of the master’s paper. Students choose areas that interest them and explore both contemplative and other contemporary approaches to their topics, using clinical material from the internship to illustrate their ideas. Students present what they have learned during their journey in the Contemplative Psychotherapy program to fellow students and members of the faculty during the master’s paper weekend. This is generally a celebratory occasion that marks the students’ entering the psychotherapeutic field as colleagues of the clinical faculty.

### Licensure
Graduates are prepared for the Licensed Professional Counselor (LPC) credential, and the Contemplative Psychotherapy 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. After meeting the state’s requirements, which currently include a passing score on the exam and 2,000 hours of supervised work in the field beyond graduation, graduates may earn the LPC credential. These requirements form the basis for many states’ licensure in professional counseling. For more information about licensure in Colorado, call the LPC Board at 303-894-7766. Students should research the licensure requirements for the state(s) in which they plan to practice.

## PSYCHOLOGY: CONTEMPLATIVE PSYCHOTHERAPY DEPARTMENT COURSES

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 605</td>
<td>Large Group Process I</td>
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<tr>
<td>PSYC 629</td>
<td>Group Process III</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 669</td>
<td>Buddhist Psychology III: Compassion and the Heart of Emptiness</td>
<td>2</td>
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<tr>
<td>PSYC 728</td>
<td>Therapeutic Relationships I</td>
<td>2</td>
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<td>PSYC 738</td>
<td>Psychopathology II: Psychosis</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 798</td>
<td>Theory and Practice of Group Psychotherapy</td>
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<td>PSYC 650</td>
<td>Diversity Awareness and Multicultural Competence</td>
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<tr>
<td>PSYC 708</td>
<td>Buddhist Psychology IV: Contemplative Psychotherapy Seminar</td>
<td>2</td>
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<td>Group Process IV</td>
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<td>PSYC 700</td>
<td>Research and Statistics</td>
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<td>PSYC 788</td>
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<td>PSYC 808</td>
<td>Field Placement I</td>
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<td>PSYC 818</td>
<td>Clinical Tutorial I</td>
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<td>Meditation Practicum VI</td>
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<td>PSYC 858</td>
<td>Field Placement II</td>
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<td>PSYC 868</td>
<td>Clinical Tutorial II</td>
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<td>PSYC 888</td>
<td>Master’s Paper Seminar</td>
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<tr>
<td>PSYC 889</td>
<td>Maitri Program III</td>
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<tr>
<td></td>
<td><strong>SUBTOTAL</strong></td>
<td><strong>9.5</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 63**

Community is an essential aspect of this program. Students must take the courses in the sequence listed above.

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

PSYC 605
Large Group Process I (1)
The class participates in a large group for the entire semester. The group objective is to support the students' community experience, enhance personal awareness to community dynamics and to practice consciously creating community. FA.

PSYC 608
Introduction to Buddhist Psychology; Practicum I (2)
Contemplative psychotherapy is based on the view that health is intrinsic and unconditional. Because of the inherent brilliant sanity is not always experienced. Using Buddhist and Shambhala teachings, this course explores both intrinsic health and the obstacles to experiencing it fully. The practice of mindfulness/awareness sitting meditation is introduced. FA.

PSYC 609
Group Process I (1)
Students participate in small and large groups throughout their tenure in the program. Emphasis is on providing support for the students' journey. This course is the first in a series of small groups. FA.

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 students' own experiences with children and their childhood. The purpose of the class is to develop a theoretical and sympathetic understanding of the feelings, perceptions and ways of understanding themselves and others at various stages in the life cycle. FA.

PSYC 619
Group Process II (1)
A continuation of PSYC 609. SP.

PSYC 625
Large Group Process II (0.5)
A continuation of PSYC 605. SP.

PSYC 628
Evolution of Concepts in Western Psychotherapy (2)
Western psychology has evolved its own lineage, traditions, concepts and vocabulary. This class explores the dynamics of Western psychology with an emphasis on some of its most popular constructs, such as transference and counter-transference, defenses, narcissism and the ego. The conceptual bases of some of the more prominent schools of psychology are studied. Attention is given to the relationship between psychology as a conceptual framework and psychology as a practice discipline. SP.

PSYC 629
Group Process III (1)
A continuation of PSYC 619. SP.

PSYC 639
Group Process IV (0.5)
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 increase their multicultural competence, preparing themselves to work across differences of race and ethnicity, class, sexual orientation and ability. The process of multicultural learning is grounded in self-examination and extends to listening to the experience of others and learning some culturally relevant approaches. SP.

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 brilliant sanity; 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. SP.

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 as a system—with its own organization and life—beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions and experiential exercises. SP.

PSYC 669
Buddhist Psychology III: Compassion and the Heart of Emptiness (2)
An introduction to the Buddhist Mahayana path and its relevance for psychotherapists. Topics include the four Brahmanihas (limitless ones), relative and absolute bodhicitta (awakened heart) and sunyata (emptiness). Students apply the teaching to their own personal experience and also to practical situations with those whom they aspire to help. FA.
PSYC 678
Psychopathology I: Sanity and Neurosis (2)
Intrinsic health is the ground of experience, yet one repeatedly loses touch with it. This course explores the sequence of events through which one can become absorbed in "story-lines." The painful nature of this experience, which is a patchwork of events, real and imagined, is explored. Emphasis is on recognizing the experience of sanity within pathology. Students experience the personal and painful nature of such psychopathology as it occurs in their own lives and in the lives of others. The recovery stages of health are introduced along with an introduction to diagnosis and the use of testing in appraisal. SP.

PSYC 689
Maitri Program I (2)
A four-week retreat held from mid-January to mid-February, the maitri program includes intensive sitting and walking meditation, study and maitri 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 pass/fail only. SP.

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, rigor, 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 strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lectures, discussion and practice exercises. SP.

PSYC 708
Buddhist Psychology IV: Contemplative Psychotherapy Seminar (2)
This seminar continues the application of Mahayana Buddhist Principles to the practice of psychotherapy. In particular, the class focuses on the example of the bodhisattva and the practice of the six paramitas, or transcendent actions, as they apply to both the student's own development and to working with clients. The main text for the course is Shantideva's eighth-century classic, the Bodhipakṣaṇavatara. It is supplemented not only by the Dalai Lama's commentary, A Flash of Lightning in the Dark of Night, but also by contemporary clinical writings. SP.

PSYC 709
Meditation Practicum V (0.5)
The half-credit meditation practicum classes provide continuing support for students' personal and meditation practices and for the gathering of the class community. Sitting practice, brief readings, talks and group discussion may be included. FA.

PSYC 718
Community (2)
The practice of being in community is one of the powerful teaching vehicles in this program. Students learn from each other through positive support, conflict, and the myriad ways they interact with each other. This course provides the opportunity to study roles, subgroups, group mores, interaction patterns and pluralistic trends. Each individual works with the tensions aroused in them through participation in the group and explores ways to be involved and to include others thereby contributing to the overall health of all the individuals and the community at large. FA.

PSYC 719
Group Process V (1)
A continuation of PSYC 639. FA.

PSYC 728
Therapeutic Relationships I (2)
This course provides an exploration of the professional practice of psychotherapy, which is seen as the joining of the personal discipline of mindfulness/awareness practice, which cultivates self-understanding, with the interpersonal discipline of cultivating healing relationships. Therapeutic Relationships I emphasizes current counseling theories and their application, as well as providing training in clinical skills. All three courses in this sequence of classes (PSYC 728, PSYC 758 and PSYC 788) include both experiential and intellectual components. FA.

PSYC 729
Group Process VI (1)
A continuation of PSYC 719. SP.

PSYC 738
Psychopathology II: Psychosis (2)
From the Buddhist point of view, psychosis involves a kind of journey through six psychological realms. What occurs is the attempted transformation of self. This course studies the psychotic experience as it appears in community, the family, childhood and adulthood. The various psychological operations that underlie confusion, paranoia, hallucination and delusion are examined in clinical material. Students 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
Meditation Practicum VI (0.5)
A continuation of PSYC 709, SP.

PSYC 758
Therapeutic Relationships II (2)
The second class in the therapeutic relationships sequence, this class emphasizes the study of professional roles and standards including ethics, legal issues and credentialing. Also see the description for PSYC 728, SP.

PSYC 778
Transition, Lifestyles and Career Development (2)
Major life transitions are explored in this course. These transitions include lifestyle choices, career selection, identity shifts, relational transitions and transitions between life and death. Beginning with an exploration of transitional space, paradox and play, students are encouraged to integrate impermanence, interdependence and groundlessness. A significant focus of the class is major career theorists 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 III (2)
The emphasis in this class is on preparing for the clinical internship. Also see the description for PSYC 728. FA.

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

PSYC 798
Theory and Practice of Group Psychotherapy (2)
This class provides a comprehensive introduction to the theoretical and practical aspects of effective group leadership. Theories of group therapy are studied. Other issues include factors that affect group dynamics such as size, composition and types. Group leadership is discussed in the context of the contract, group resistance, transference and counter-transference, cohesion, aggression and hostility and acting out. Students have the opportunity to play the group leader and receive feedback from the instructor and teaching assistants. FA.

PSYC 808
Field Placement I (4)
During this 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 skills in these groups. FA.

PSYC 858
Field Placement II (4)
SP.

PSYC 868
Clinical Tutorial II (2)
A continuation of PSYC 818, SP.

PSYC 881
Extended Paper (Section B) (0.5)
Students who have not completed the paper may qualify for an extension of the paper semester. For more information please see "Special Student Status" in the Academic Information section. May be repeated. SU.

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. Grading is on a pass/fail basis. SP.

PSYC 889
Maitri Program III (0.5)
A weeklong retreat held over spring break, the third-year maitri program includes intensive sitting and walking meditation, study and maitri 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 is offered as well.

The Department of Religious Studies offers a Bachelor of Arts in Religious Studies, a certificate program in Religious Studies and the following minors: Religious Studies, Sanskrit and Tibetan. Five graduate degrees are available: MA, Religious Studies; MA, Religious Studies with Language; 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 upon the role of contemplative practice in the world's great religions, especially Buddhism. All students must take a series of 18 credits that introduce the study of religion, Buddhist meditation practice and an introductory study of three different religious traditions. The additional 18 credits may be selected from core areas of study, contemporary issues in religion, contemplative practice, Buddhism or study abroad.

Declaration of Major

Declaring a major in Religious Studies requires the following:
- a GPA of at least 3.0;
- a 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 is October 30 for spring enrollment and March 1 for fall enrollment.

Requirements: BA Religious Studies

Required Courses

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>REL 160</td>
<td>Meditation Practicum</td>
<td>3</td>
</tr>
<tr>
<td>REL 210</td>
<td>Religion in Human Experience</td>
<td>3</td>
</tr>
<tr>
<td>REL 479</td>
<td>Colloquium</td>
<td>3</td>
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</table>

(In addition, majors 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 declaring their major as possible. Please discuss with the Religious Studies BA advisor.)

Choose 9 credits from the following Religious Traditions Courses:

<table>
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<tr>
<th>Course</th>
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<tr>
<td>REL 208</td>
<td>Life and Teachings of Chögyam Trungpa, Rinpoche</td>
</tr>
<tr>
<td>REL 310</td>
<td>Foundations of Judaism: Torah, Prayer and Acts of Kindness</td>
</tr>
<tr>
<td>REL 314</td>
<td>Contemplative Islam</td>
</tr>
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<td>REL 322</td>
<td>Sacred Earth</td>
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<tr>
<td>REL 325</td>
<td>Contemplative Christianity</td>
</tr>
<tr>
<td>REL 330</td>
<td>Contemplative Hinduism</td>
</tr>
<tr>
<td>REL 331</td>
<td>Mystical Experience East and West</td>
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<tr>
<td>REL 334</td>
<td>Hindu Yoga-Tantra</td>
</tr>
<tr>
<td>REL 345</td>
<td>Zen Buddhism</td>
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</table>

Choose 18 credits from the following four general department categories:

Contemporary Issues in Religion

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>REL 212</td>
<td>Feminism, Queer Theory and Religion</td>
</tr>
<tr>
<td>REL 252</td>
<td>Contemplative Approaches to Social Action and Peacemaking</td>
</tr>
<tr>
<td>REL 262</td>
<td>Queer Ethics: Feminism, Queer Theory and Religion</td>
</tr>
<tr>
<td>REL 312</td>
<td>Spiritual Models of Social Action</td>
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<td>REL 348</td>
<td>Buddhism in America</td>
</tr>
<tr>
<td>REL 360</td>
<td>Engaged Buddhism Training I</td>
</tr>
<tr>
<td>REL 370</td>
<td>Engaged Buddhism Training II</td>
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Contemplative Practice
REL 170 Meditation Practicum II (3)
REL 250 Spirituality and Creative Expression (3)
Extended Studies meditation weekends (various traditions)
Traditional Eastern Arts electives (Shambhala meditation, yoga, t'ai-chi ch'uan, aikido, kyudo or ikebana) (3)
REL 258 Monthlong Meditation intensive (1.5–3)

Buddhism
REL 170 Meditation Practicum II (3)
REL 200 Introduction to Buddhism: Touching Enlightenment with the Body (3)
REL 240 Foundations of Buddhism (3)
REL 245 Mahayana Buddhism: The Path of Compassion (3)
REL 348 Buddhism in America (3)
REL 349 Tibetan Buddhism (3)

Judaism
REL 321 Introduction to Jewish Mysticism (3)
REL TBA Jewish Contemplative Practice (3)
REL 326 Topics in Judaism (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 students should plan to complete all of their language courses either before or after doing a study abroad program. Please note that the Bali program is currently suspended. The courses qualifying for Religious Studies credit are as follows:

Bali:
ANT 273 Arts and Culture of Bali (4)
REL 281 Meditation Practicum: Bali (1) and either
ART 208 Balinese Painting (3) or
DAN 202 Balinese Dance (3)

TOTAL CREDITS 8

Sikkim:
REL 280 Meditation Practicum: Sikkim (1)
REL 384 Buddhist Traditions: Sikkim (3)
ANT 271 Culture, Traditions and Contemporary Issues of Sikkim (4)

TOTAL CREDITS 8

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 in Tibetan.) The requirement of the minor is to take the first three of these four courses. However, students are encouraged to consider taking the fourth semester of the language as an elective. Students who have completed all four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship Program, which provides funding for a year (or more) for further Tibetan language training with the Translation Committee after they graduate. Since the three (or four) language courses should be taken in three (or four) consecutive semesters, students considering a study abroad program should plan to do that program either before they start their language courses or after they have completed all of them.

Sanskrit I–III (12) or Tibetan I–III (12)

TOTAL CREDITS 12

Minor in Religious Studies

Required Course
REL 210 Religion in Human Experience (3)

Choose 6 credits from the following:
REL 156W Zen Intensive Weekend (1)
REL 157W Theravada Vipassana Weekend (1)
REL 158W Breeze of Simplicity: Introduction to Tibetan Buddhism (1)
REL 160 Meditation Practicum I (3)
REL 170 Meditation Practicum II (3)
REL 200 Introduction to Buddhism (3)
REL 208 Life and Teachings of Chögyam Trungpa, Rinpoche (3)
REL 212 Queer Theory, Feminism and Religion I (3)
REL 240 Foundations of Buddhism (3)
REL 245 Mahayana Buddhism: The Path of Compassion (3)
REL 252 Contemplative Approaches to Social Action and Peacemaking (3)
REL 255W Mahayana Meditation (1)
REL 262 Queer Ethics: Feminism, Queer Theory and Religion (3)
REL 310 Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)
REL 314 Contemplative Islam (3)
REL 321 Introduction to Jewish Mysticism (3)
REL 322 Sacred Earth (3)
REL 325 Contemplative Christianity (3)
REL 330 Contemplative Hinduism (3)
REL 331 Mystical Experience East & West (3)
REL 334 Hindu Yoga-Tantra (3)
REL 345 Zen Buddhism (3)
REL 360 Engaged Buddhism Training I (3)
REL 370 Engaged Buddhism Training II (3)

TOTAL CREDITS 9

Certificate Program in Religious Studies

This 30-credit certificate program is designed for those who wish to immerse themselves in a study of contemplative religious traditions and is open to students who have completed at least 60 semester credits prior to entering Naropa University.
Required Courses
REL 160 Meditation Practicum I (3)
REL 210 Religion in Human Experience (3)

Choose the following from the course guide:
Three Religious Traditions electives (9)
Three Buddhism electives (9)
Two General BA electives (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 inter-religious dialogue, contemplative practice and personal investigation. Students develop literacy in the living practice traditions of a variety of world religions, with special emphasis on integrating the mystical contemplative dimension with the other aspects of the tradition as well as on learning inter-religious 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 p. 20).
2. A telephone interview.
3. An academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicant must have an interest in studying religion in a non-sectarian context.

REQUIREMENTS: MA RELIGIOUS STUDIES
First year; fall
REL 645 Intro to the Study of Religion (3)
REL 647 The Three Jewels: Buddha, Dharma, Sangha (3)
REL 649 Religious Studies Seminar I (3)
Contemplative Practice Elective (3)
NWIC Chicago Manual of Style Workshop (non-credit)
TOTAL 12

First year; spring
REL 649 Religious Studies Seminar II (3)
Two Courses from the Religious Studies Courses List (6)
Contemplative Practice Elective (3)
TOTAL 12

Second year; fall
Two Courses from the Religious Studies Courses List (6)
REL 730 MA Religious Studies Colloquium I (1.5)
REL 585 Spiritual Models of Social Action (3)
REL 651 Contemplative Practice Retreat* (non-credit)
TOTAL 10.5

Second year; spring
One Course from the Religious Studies Courses List (3)
REL 779 Inter-Religious Dialogue Seminar (3)
REL 770 MA Religious Studies Colloquium II (1.5)
Contemplative Practice Elective (3)
REL 880 Comprehensive Exam (non-credit)
REL 885 Master's Project (non-credit)
SUBTOTAL 10.5
TOTAL CREDITS 45

Religious Studies Courses List
REL 525 Contemplative Christianity (3)
REL 529 Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)
REL 530 Contemplative Hinduism (3)
REL 531 Sacred Earth (3)
REL 535 Introduction to Jewish Mysticism (3)
REL 540 Zen Buddhism (3)
REL 545 Contemplative Islam (3)
REL 608 Life and Teachings of Chögyam Trungpa, Rinpoché (3)
REL 626 Topics in Judaism (3)
REL 634 Hindu Yoga-Tantra (3)
REL 661 The Second Turning of the Wheel: Emptiness and Compassion (3)

#It is recommended that students complete the non-credit Contemplative Practice Retreat requirement (REL 651) no later than the winter break between the fall and spring semesters of their second year.

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 Religious Studies with Language
This 61-credit MA degree includes all the course work of Master of Arts in Religious Studies described above, plus training in either Sanskrit or Tibetan through two years (16 credits) of course work or more. For descriptions of the languages, see below.

ADMISSION REQUIREMENTS:
MA RELIGIOUS STUDIES WITH LANGUAGE
1. Standard graduate admission requirements (see p. 20).
2. A telephone interview.
3. An academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicant must have an interest in studying religion in a non-sectarian context.
MASTER OF ARTS IN RELIGIOUS STUDIES

MA RELIGIOUS STUDIES W/ LANGUAGE

First year, fall
REL 503  Tibetan I (4) or
REL 507  Sanskrit I (4)
REL 645  Intro to the Study of Religion (3)
REL 649  Religious Studies Seminar I (3)
REL 647  The Three Jewels: Buddha, Dharma, Sangha (3)
Contemplative Practice Elective (3)
NWCC Chicago Manual of Style Workshop (non-credit)

SUBTOTAL  16

First year, spring
REL 533  Tibetan II (4) or
REL 537  Sanskrit II (4)
REL 649  Religious Studies Seminar II (3)
Two Courses from the Religious Studies Courses List (see above) (6)
Contemplative Practice Elective (3)

SUBTOTAL  16

Second year, fall
REL 553  Tibetan III (4) or
REL 557  Sanskrit III (4)
Two Courses from the Religious Studies Courses List (6)
REL 730  MA Religious Studies Colloquium I (1.5)
REL 585  Spiritual Models of Social Action (3)
REL 651  Contemplative Practice Retreat* (non-credit)

SUBTOTAL  14.5

Second year, spring
REL 583  Tibetan IV (4) or
REL 587  Sanskrit IV (4)
One Course from the Religious Studies Courses List (3)
REL 779  Inter-Religious Dialogue Seminar (3)
REL 770  MA Religious Studies Colloquium II (1.5)
Contemplative Practice Elective (3)
REL 880  Comprehensive Exam (non-credit)
REL 885  Master’s Project (non-credit)

SUBTOTAL  14.5

TOTAL CREDITS  61

*It is recommended that students complete the non-credit Contemplative Practice Retreat requirement (REL 651) no later than the winter break between the fall and spring semesters of their second year.

THE HISTORY OF RELIGIONS OR THE TIBETAN TRADITION SEQUENCES

Students choose between the History of Religions or the Tibetan Tradition sequence of Buddhist Studies courses. For more specific information of the characteristics and how these two sequences differ, please see the fact sheet for Indo-Tibetan Buddhism, available in the Admissions Office, or visit www.naropa.edu/tibetantradition.

THE HISTORY OF RELIGIONS SEQUENCE

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

THE TIBETAN TRADITION SEQUENCE

In this sequence students acquire the systematic foundation in Indo-Tibetan Buddhism that students receive in a traditional Tibetan monastic college (shedra), utilizing a blend of traditional and Western styles of pedagogy, based on the materials, teaching methods and forms of analytical meditation developed at Nitartha Institute since its founding in 1995 by The Dzogchen Ponlop, Rinpoche. Presenting all Three Turnings of the Wheel of Dharma, these courses emphasize the union of view, meditation and conduct, and utilize elements of the History of Religions methods described above. (For background information, see the Nitartha Institute website at www.nitarthainstitute.org.)
REQUIREMENTS:
MA INDO-TIBETAN BUDDHISM:
HISTORY OF RELIGIONS SEQUENCE
First year, fall
REL 600 Meditation Practicum I (3)
REL 611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
REL 645 Introduction to the Study of Religion (3)
REL 647 The Three Jewels: Buddha, Dharma, Sangha (3)
NWC Manual of Style Workshop (non-credit)
SUBTOTAL 12

First year, spring
REL 620 Meditation Practicum II (3)
REL 682 Madhyamaka: The Teaching of Emptiness (3)
REL 661 The Second Turning of the Wheel: Emptiness and Compassion (3)
REL 650 Dathun* (non-credit)
SUBTOTAL 9

Second year, fall
REL 710 The Third Turning of the Wheel (3)
REL 742 Buddha Nature (3)
REL 635 Meditation Practicum III: Maitri and Mandala (3)
REL 800 MA Indo-Tibetan Buddhism Colloquium I (1.5)
SUBTOTAL 10.5

Second year, spring
REL 780 Meditation Practicum IV: Mudra Space Awareness (3)
REL 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)
Related Indo-Tibetan Elective (Tibetan Medicine, Thangka Painting, etc.) (3)
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 Practicum I (3)
REL 628 Studying Buddhism: Methods & Issues (3)
REL 614 Mind and its World I (3)
NWC Chicago Manual of Style Workshop (non-credit)
SUBTOTAL 12

First year, spring
REL 620 Meditation Practicum II (3)
REL 624 Mind and its World II (3)
REL 653 Self and No-Self: Analytical Meditation and Experience (3)
Related Indo-Tibetan Elective (3) (Tibetan Medicine, Thangka Painting, etc.)
REL 650 Dathun* (non-credit)
SUBTOTAL 12

Second year, fall
REL 701 The Middle Way School (3)
REL 750 The Path to Enlightenment (3)
REL 635 Meditation Practicum III: Maitri and Mandala (3)
REL 800 MA Indo-Tibetan Buddhism Colloquium I (1.5)
SUBTOTAL 10.5

Second year, spring
REL 668 Advanced Shedra Texts (3)
REL 751 Buddhism in Tibet (3)
REL 780 Meditation Practicum IV: Mudra Space Awareness (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 10.5
TOTAL CREDITS 45

*It is highly recommended that students complete the non-credit dathun requirement (REL 650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.
**It is also required that students complete the non-credit requirement to attend a monthlong Nitartha Institute program in the summer following their first year. This is integral to sequence of curriculum.

Culminating Requirements
for MA Indo-Tibetan Buddhism
The degree program concludes with both written and oral comprehensive exams, as well as a master's paper or project.

Master of Arts in Indo-Tibetan Buddhism with Language
This 61-credit MA degree includes all the course work of Master of Arts in Indo-Tibetan Buddhism described above, plus training in either Sanskrit or Tibetan through two years (16 credits) of course work or more. This degree surveys...
Indian and Tibetan Buddhism with emphasis on textual and meditative lineages, integrating study and practice each semester, with the added dimension of exploring Buddhist texts beyond the filter of a particular English translation through language study. The faculty includes western-trained academics and acharyas (master teachers) steeped in Tibetan Buddhist practice as well as English-speaking Tibetan lamas extensively trained in their own traditions.

ADMISSION REQUIREMENTS:
MA INDO-TIBETAN BUDDHISM WITH LANGUAGE
1. Standard graduate admission requirements (see p. 20).
2. A telephone interview.
3. An academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicant must have an interest in studying Buddhist principles and meditation practices in a non-sectarian context.

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

Tibetan
Study of the Tibetan language provides access to the rich and diverse world of Tibetan Buddhist literature, to the oral teachings of contemporary Tibetan masters, and to a great body of Indian texts that survive only in Tibetan translation. This concentration provides training in both classical Tibetan and the spoken language. Study of classical Tibetan involves learning grammar and vocabulary of the classical language and reading simple texts. Modern Tibetan is learned through the study of the contemporary idiom with practice in hearing and speaking Tibetan.

Tibetan Apprenticeship Program
Students who have completed at least four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship Program, which provides funding for a year (or more) for further Tibetan language training with the translation committee after they graduate.

The History of Religions or the Tibetan Tradition Sequences
Students choose between the History of Religions or the Tibetan Tradition sequence of Buddhist Studies courses. See requirements for Indo-Tibetan Buddhism above for information. For more specific information of the characteristics and how these two sequences differ, please see the fact sheet for Indo-Tibetan Buddhism, available in the Admissions Office, or visit www.naropa.edu/tibetantradition.

REQUIREMENTS:
MA INDO-TIBETAN BUDDHISM W/ LANGUAGE:
HISTORY OF RELIGIONS SEQUENCE
First year, fall
REL 645 Introduction to the Study of Religion (3)
REL 600 Meditation Practicum I (3)
REL 647 The Three Jewels: Buddha, Dharma, Sangha (3)
REL 611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
REL 503 Tibetan I (4) or
REL 507 Sanskrit I (4)
NWIC Chicago Manual of Style Workshop (non-credit)
SUBTOTAL 16

First year, spring
REL 620 Meditation Practicum II (3)
REL 682 Maitresvara: The Teaching of Emptiness (3)
REL 661 The Second Turning of the Wheel: Emptiness and Compassion (3)
REL 533 Tibetan II (4) or
REL 537 Sanskrit II (4)
Related Indo-Tibetan Elective (Tibetan Medicine, Thangka Painting, etc.) (3)
REL 650 Dathun* (non-credit)
SUBTOTAL 16

Second year, fall
REL 710 The Third Turning of the Wheel (3)
REL 742 Buddha Nature (3)
REL 635 Meditation Practicum III: Maitri and Mandala (3)
REL 553 Tibetan III (4) or
REL 557 Sanskrit III (4)
REL 800 MA Indo-Tibetan Buddhism Colloquium I (1.5)
SUBTOTAL 14.5

Second year, spring
REL 780 Meditation Practicum IV: Mudra Space Awareness (3)
REL 751 Buddhism in Tibet (3)
REL 760 Vajrayana Texts (3)
REL 583 Tibetan IV (4) or
REL 587 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
**REQUIREMENTS:**

**MA INDO-TIBETAN BUDDHISM W/LANGUAGE:**

**TIBETAN TRADITION SEQUENCE**

First year, fall
- REL 645  Introduction to the Study of Religion (3)
- REL 600  Meditation Practicum I (3)
- REL 628  Studying Buddhism: Methods & Issues (3)
- REL 614  Mind and Its World I (3)
- REL 503  Tibetan I (4) or
- REL 507  Sanskrit I (4)
- NWC Chicago Manual of Style Workshop (non-credit)

**TOTAL 16**

First year, spring
- REL 620  Meditation Practicum II (3)
- REL 624  Mind and Its World II (3)
- REL 653  Self and No-Self: Analytical Meditation and Experience (3)
- REL 533  Tibetan II (4) or
- REL 537  Sanskrit II (4)
- Related Indo-Tibetan Elective (3) (Tibetan Medicine, Thangka Painting, etc.)
- REL 650  Dzathun* (non-credit)
- Nitartha Institute** (non-credit)

**TOTAL 16**

First year, summer
- Nitartha Institute (non-credit)
- Students should register for:
  - REL 705  The Mind Only School (non-credit)
  - REL 720  Buddha Nature & Shentong Traditions (non-credit)

Second year, fall
- REL 701  The Middle Way School (3)
- REL 750  The Path to Enlightenment (3)
- REL 635  Meditation Practicum III: Maitri and Mandala (3)
- REL 553  Tibetan III (4) or
- REL 557  Sanskrit III (4)
- REL 800  MA Indo-Tibetan Buddhism Colloquium I (1.5)

**TOTAL 14.5**

Second year, spring
- REL 751  Buddhism in Tibet (3)
- REL 780  Meditation Practicum IV: Mudra Space Awareness (3)
- REL 583  Tibetan IV (4) or
- REL 587  Sanskrit IV (4)
- REL 850  MA Indo-Tibetan Buddhism Colloquium II (1.5)
- REL 668  Advanced Shedra Texts (3)
- REL 880  Comprehensive Exam (non-credit)
- REL 885  Master's Project (non-credit)

**TOTAL CREDITS 61**

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

**It is required that students complete the non-credit requirement to attend a month-long Nitartha Institute program in the summer following their first year. This is integral to the sequence of the curriculum.

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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.

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**Master of Divinity**

The Master of Divinity degree prepares students for professional work in the fields of pastoral care, chaplaincy, community development and dharma teaching. This three-year, 78-credit program is firmly grounded in Buddhist philosophy and meditation practice while emphasizing an inter-religious 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 breaks 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 basic texts and doctrines, in historical and present-day contexts; Community—devoted to the insights and tools for fostering "engaged" communities; Interfaith Pastoral Care— the ability to serve the spiritual and human needs of a diverse community in ministerial/chaplaincy roles while embodying the principles and practices of one's primary tradition; Practice and Meditation—the spiritual practice of sitting 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.

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**ADMISSION REQUIREMENTS:**

**MASTER OF DIVINITY**

1. Standard graduate admission requirements (see p. 20).
2. An in-person 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, minister, rabbi, etc.).

7. A supplemental application.

The History of Religions or the Tibetan Tradition Sequences

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 how these two sequences differ, see the fact sheet for Indo-Tibetan Buddhism, available in the Admissions Office, or visit www.naropa.edu/tibetantradition.

REQUIREMENTS:

MASTER OF DIVINITY:

HISTORY OF RELIGIONS SEQUENCE

First year, fall
REL 600 Meditation Practicum I (3)
REL 602 Communication (3)
REL 616 Process Lab I (1)
REL 611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
REL 647 The Three Jewels: Buddha, Dharma, Sangha (3)
NWC Chicago Manual of Style Workshop (non-credit)

SUBTOTAL 13

First year, spring
REL 620 Meditation Practicum II (3)
REL 654 Process Lab II (1)
REL 661 The Second Turning of the Wheel: Emptiness and Compassion (3)
REL 682 Madhyamaka: Teaching of Emptiness (3)
REL 615 Conflict and Diversity: Ground of the Group-Field (3)
REL 650 Dathun*

SUBTOTAL 13

Second year, fall
REL 710 The Third Turning of the Wheel (3)
REL 742 Buddha Nature (3)
REL 652 Surfacing the Voices: The Practice of Community (3)
REL 728 Process Lab III (1)
REL 630 Contemplative Christianity (3)
REL 636 Maitri Community I (3)

SUBTOTAL 16

Second year, spring
REL 609 Mindfulness Instructor Training I (1)
REL 637 Maitri Community II (1.5)
REL 749 Contemporary American Religion: Ritual & Practice in a Pluralsitic Society (3)
REL 760 Vajrayana Texts (3)
REL 642 Pastoral Care & Spiritual Assessment (3)
REL 768 Process Lab IV (1)
SUBTOTAL 12.5

Second year, summer
REL 712 Applied Theology I (2)
REL 747 Divinity Fieldwork (non-credit)
SUBTOTAL 2

Third year, fall
REL 762 Applied Theology II (3)
REL 815 Biblical Texts I: The Old Testament (1.5)
REL 585 Spiritual Models of Social Action (3)
REL 709 Mindfulness Instructor Training II (1)
REL 805 Theological Colloquium (1.5)
SUBTOTAL 10

Third year, spring
REL 802 Applied Theology III (3)
REL 809 Mindfulness Instructor Training III (1)
REL 825 Biblical Texts II: The New Testament (1.5)
REL 853 Theological Thesis (Integration) (3)
REL 779 Inter-religious Dialogue (3)
REL 884 MDiv Thesis/Project (Integration) (non-credit)
SUBTOTAL 11.5

TOTAL CREDITS 78

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

REQUIREMENTS:

MASTER OF DIVINITY:

TIBETAN TRADITION SEQUENCE

First year, fall
REL 600 Meditation Practicum I (3)
REL 602 Communication (3)
REL 616 Process Lab I (1)
REL 628 Studying Buddhism: Methods/Issues (3)
REL 614 Mind and Its World I (3)
NWC Chicago Manual of Style Workshop (non-credit)

SUBTOTAL 13

First year, spring
REL 620 Meditation Practicum II (3)
REL 654 Process Lab II (1)
REL 624 Mind and Its World II (3)
REL 653 Self and No-Self: Analytical Meditation and Experience (3)
REL 615 Conflict and Diversity: Ground of the Group-Field (3)
REL 650 Dathun* (non-credit)
Nitartha Institute** (non-credit)

SUBTOTAL 13
First year, summer
Nitartha Institute (non-credit)
Students should register for:
REL 705 The Mind Only School (non-credit)
REL 720 Buddha Nature & Shentong Traditions
(non-credit)

Second year, fall
REL 701 The Middle Way School (3)
REL 750 The Path to Enlightenment (3)
REL 652 Surfacing the Voices: The Practice of
Community (3)
REL 728 Process Lab III (1)
REL 630 Contemplative Christianity (3)
REL 636 Maitri Community I (3)
SUBTOTAL 16

Second year, spring
REL 609 Mindfulness Instructor Training I (1)
REL 637 Maitri Community II (1.5)
REL 642 Pastoral Care & Spiritual Assess. (3)
REL 668 Advanced Shedra Texts (3)
REL 749 Contemporary American Religion: Ritual and
Practice in a Pluralistic Society (3)
REL 768 Process Lab IV (1)
SUBTOTAL 12.5

Second year, summer
REL 722 Applied Theology I (2)
REL 747 Divinity Fieldwork (non-credit)
SUBTOTAL 2

Third year, fall
REL 709 Mindfulness Instructor Training II (1)
REL 762 Applied Theology II (3)
REL 815 Biblical Texts I: The Old Testament (1.5)
REL 585 Spiritual Models of Social Action (3)
REL 805 Theological Colloquium (1.5)
SUBTOTAL 10

Third year, spring
REL 802 Applied Theology III (3)
REL 809 Mindfulness Instructor Training III (1)
REL 825 Biblical Texts II: The New Testament (1.5)
REL 853 Theological Thesis (Integration) (3)
REL 779 Inter-religious Dialogue (3)
REL 884 MDiv Thesis/Project (Integration) (non-credit)
SUBTOTAL 11.5

TOTAL CREDITS 78

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

**It is also required that students complete the non-credit requirement
to attend a monthlong Nitartha Institute program in the summer
following their first year. This is integral to the sequence of the curriculum.

Culminating Requirements
for the Master of Divinity
The degree program concludes with both written and oral
comprehensive exams, as well as an MDiv thesis.

Note on Fees: There are several expenses associated with
non-credit requirements in the Religious Studies Department
programs. These do not involve any Naropa tuition cost but
do involve costs paid to the organizations offering these
programs. The purpose of non-credit requirements is to
include these important components in the degree
programs without increasing their costs by adding Naropa
tuition to them. In particular, both dathun (approx. $1,000)
and the Nitartha Institute program (approx. $2,000) have
significant expense associated with them. In addition, Divinity
students will have to pay a significant fee (approx. $1,700)
for participation in a CPE approved internship. All the prices
listed here are estimates based on current costs. These costs
are fixed by outside organizations and are subject to change.
In addition, there are also occasionally smaller course fees,
which are subject to change, associated with individual
classes. The department offers scholarships through the
Fredrick P. Lenz Foundation and other donors to help pay
for a portion of the costs of these programs.

RELIGIOUS STUDIES
DEPARTMENT COURSES

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

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

e Online course
FA Offered in fall
SP Offered in spring
SU Offered in the summer
FA/SP Offered in both fall and spring

RELIGION (REL)

REL 155
Zen Meditation Practicum (3)
This course is an introduction to sitting meditation practice
from the various Zen Buddhist traditions. There are weekly
talks, reading assignments as well as group discussions. An
important part of this class are two private meetings
(dokusō) with the instructor, which allow individual advising
and guidance for the student’s reading and practice interests.
The course requirements include daily sitting meditation
practice, attendance, participation in weekly discussions and
a final paper.

Religious Studies Department 139
REL 156W/552W  
Zen Intensive (1)  
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized and that its realization can be matured. The class looks at how this Zen paradigm—its teachings, practices and realization—can be a personal vision and part of professional contemporary psychology. SP.

REL 157W/501W  
Theravada Vipassana Weekend (1)  
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of “noble silence.” FA.

REL 158W/504W  
The Breeze of Simplicity:  
Introduction to Tibetan Buddhism (1)  
Buddhist meditation is based upon the path of seeing who we really are, very simply and naturally. The basics of sitting meditation practice from the Tibetan tradition are introduced. Beginner or experienced meditation students are guided in this direct experience of mind. FA.

REL 158e/504e  
The Breeze of Simplicity:  
Introduction to Tibetan Buddhist Meditation (1)  
Buddhist meditation is based upon the path of seeing who we really are, very simply and naturally. The basics of sitting meditation practice from the Tibetan tradition are introduced. Beginner or experienced meditation students are guided in this direct experience of mind. This course includes lectures by Ringu Tulku, Rinpoche, explaining the view and practice of meditation, short readings related to the lecture and meditation instruction from an experienced meditation student, both individually and in a group discussion. The online format lasts five weeks, giving students a chance to make connections with practice while working with a meditation mentor. SU.

REL 170/510; 170e/510e  
Meditation Practicum II (3)  
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lajong) and the exchange of self and other (tonglen). The course includes midterm and final oral exams. Prerequisites: REL 160, TRA 100, TRA 209 or PSYB 215, SP.

REL 200  
Introduction to Buddhism:  
Touching Enlightenment with the Body (3)  
Spiritual realization or “enlightenment” in Buddhism is not a disembodied state but a fully grounded and embodied experience of ourselves and our world, including our sense perceptions, our energy, our feeling and the totality of our lives. This course explores this fully embodied spiritual goal as well as the path that leads us there, examining the philosophical standpoint of Buddhism as well as its array of meditative practices. Special emphasis on contemplations of the body. SP.

REL 208/608  
The Life and Teachings of Chögyam Trungpa, Rinpoche (3)  
An exploration of the lineage, background and context, including both India and Tibet, of Trungpa Rinpoche’s life and teaching. The course explores core themes including the centrality of meditation practice: the framework of the “three yanás” as definitive of the stages of spiritual and psychological growth that mark the maturation of the human person; the tension between the ‘lonely journey’ and community and organizational life; and the role of ‘crazy wisdom’ in the life of a realized teacher. FA.

REL 210  
Religion in Human Experience (3)  
This course is an introduction to religion as it appears in the experience of people in various cultures and traditions, both pre-modern and modern. The course includes discussion of both literate religions (such as Hinduism, Buddhism, Islam, Christianity, Judaism) and non-literate, indigenous traditions (such as Native American, African, etc.). An important part of the study includes questions of how to approach and understand the spiritual statement of oneself and others. FA/SP.

REL 212  
Queer Theory, Feminism and Religion I (3)  
Religion has greatly influenced our experiences as gendered beings in the areas of sexuality, power, gender roles, personal identity, privilege and wisdom. Feminism has identified the biases and abuses of patriarchy and sought to rectify them. It has also birthed the GLBT movement and queer theory. How have these efforts spoken to the spiritual subjectivities of women, sexual minorities or men in these traditions? On what terms can gender be appreciated and valued?
This course traces the historical evolution and cultural influences of patriarchy, feminism and gay liberation on religious experience as well as religions impact on the formation of gender roles. FA.

**REL 240**
Foundations of Buddhism (3)
An introduction to Buddhism including a survey of Buddhist history, philosophy and practice. Special emphasis on the basic Buddhist view and perspective as expressed in the life of the Buddha, the four noble truths and the Buddhist understanding of the mind. The course examines the close relationship between Buddhist thought and the central spiritual discipline of meditation. Grading criteria includes a final paper. FA/SP.

**REL 245**
Mahayana Buddhism: The Path of Compassion (3)
Mahayana Buddhism presents an ideal of the spiritual path that is grounded in love for all beings. This course examines the basic teachings and practices of the Mahayana path including the notion of emptiness, its inseparability with compassion, the bodhisattva vow, the cultivation of the awakened heart and the six paramitas or transcendent actions in the benefit of others. Readings are taken from the literature of both sutra (Buddha’s word) and sastro (commentaries) and includes writings of contemporary teachers. Grading criteria include mid-term exam, final exam and weekly writing assignments. SP.

**REL 250**
Spirituality and Creative Expression (3)
This course introduces several of the sacred arts of Tibetan Buddhism as adapted to the North American context by Chögyam Trungpa, Rinpoche. Special emphasis is placed on the “mandala principle” as manifested in Maitri Space Awareness practice. Discovery and appreciation of the Five Buddha energies in our lives are expressed in many lively forms, requiring lively engagement of body, speech and mind. Grading criteria include reflection papers and student projects. SP.

**REL 252**
Contemplative Approaches to Social Action and Peacemaking (3)
This class examines the radical possibility of fully integrating one’s spiritual path with a path of social activism. We 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 investigates the individual journey necessary to engage the world from a contemplative ground. The class is highly experiential, introducing students to practical tools for activism and peacemaking. We create in class a socially engaged community for collaborative learning and spiritually grounded activism. FA.

**REL 255W/554W**
Mahayana Meditation (1)
When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. But the Buddhist tradition provides training that allows one to look deeply into this pain and confusion in order to discover the courageous heart available to everyone. This weekend introduces the lojong (mind training) teachings of the twelfth-century Buddhist master Atisha that demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion. SP.

**REL 258/547**
Monthlong Meditation Intensive: A Program of Buddhist Practice and Study (1.5–6)
This intensive, called a “teaching dathun,” is a four-week, 6-credit program at Shambhala Mountain Center in the mountains of northern Colorado. Participants sit for about eight hours each day, eat meals Japanese Zen or “oryoki” style and have daily talks on meditation and the spiritual path. Other elements include meditation interviews, group discussions and community activities. Participants coming for less than four weeks receive 1.5 credits per week. Other teaching dathuns may receive 1.5 to 6 credits also with prior approval of the department. Other non-teaching dathuns may receive up to 4 credits (1 credit per week). SP.

**REL 262**
Queer Ethics: Feminism, Queer Theory and Religion II (3)
Sex has lain uneasily at the center of western religious and ethical thoughts for several thousand years. It has been a central point of restriction, resistance, regulation and liberation. Recently, queer theory and postmodernism in general have changed the field of ethics by deconstructing self and identity. We examine that deconstruction and explore its meaning for the experience of depth crucial to spirituality. Can we use the insights of postmodernism while escaping its nihilism? How can we speak of ethics for depersonalized subjects? What role does sex play in this depersonalization—and in the revelation of new truths? SP.

**REL 274/503; 274e/503e**
Tibetan I (4)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary and training in the skills of correct pronunciation, handwriting and spelling. Students should expect to study at least eight hours a week outside of class. FA.

**REL 277/507**
Sanskrit I (4)
This course provides an introduction to the classical Sanskrit language. The first year course includes developing familiarity with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi) and learning the basics of Sanskrit grammar. In addition, in
first year Sanskrit, we begin reading texts from the classical
Indian tradition, particularly selections from the Mahābhārata
and Ramayana and from some simple Buddhist texts (e.g.,
the Heart Sutra). FA.

REL 284/533; 284e/533e
Tibetan II (4)
A continuation of Tibetan I. The second semester continues
the work begun in Tibetan I with the addition of working
on an actual Tibetan text. Students use a mandala approach
of developing varied oral, aural and written skills to produce
an overall knowledge of the language. Prerequisite: REL
274/503. SP.

REL 287/537
Sanskrit II (4)
A continuation of Sanskrit I. Prerequisite: REL 277/507. SP.

REL 310/529
Foundations of Judaism: Torah, Prayer
and Acts of Kindness (3)
This course traces the evolution of rabbinic Judaism in its
history, beliefs, literature and practices. Beginning with its
formation in the first century of the Common Era, we follow
major developments through the Middle Ages and into the
modern period. Along the way, we learn about the Jewish
conception of Torah in both its metaphysical and practical
elements. We study material from the foundational texts of
the Oral Torah: Mishnah, Gemara and Midrash, as well as
later texts. Jewish law, philosophy, Kabbalah, sacred time and
contemplative prayer are studied and discussed. FA.

REL 312/585
Spiritual Models of Social Action (3)
A study of historical figures who have exemplified the
spiritual ideals of nonviolent social action, tracing their unique
ways of turning their personal challenges into nonviolent
leadership. Utilizing film, biography, reflection papers and
dialogue, students develop a personal dialogue with each of
these activists, showing how the inner and outer journeys
must join in spiritually based social activism. Activists studied
include Mohandas Karamchand Gandhi, Thich Nhat Hanh,
Chan Khong, Martin Luther King, Jr., Ayatollah Khomeini and
Sukh Sivarausa. FA.

REL 314/545
Contemplative Islam (3)
An introduction to the belief system and cultures of the
Islamic World via an interactive approach. Emphasis is placed
on the traditional values, beliefs and prescribed practices of
the Islamic World as expounded in the key authoritative
Islamic sources: the Qur'an and the Sunna of the Prophet
Muhammad. A central theme that is examined is the
discipline of tawhid, or the unity of God, which underlies all
islamic thought and belief. Students participate in a variety
of Islamic rituals and practices in order to gain a firsthand
experience of Islam. SP.

REL 321/535
Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of
Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria
and East European Hasidism. Topics include theosophy and
theurgy, ecstatic and contemplative prayer, mystical
psychology, soul transmigration and esoteric interpretation of
scripture. The course provides a basic kabbalistic vocabulary
and introduction to primary mystical sources that prepare a
student for further study of contemplative Judaism. FA.

REL 322/531
Sacred Earth (3)
This course is intended to be a reminder of attitudes long
ago forgotten or discarded. Despite religious persecution
and oppression, many indigenous cultures have retained
their connection to tradition primarily because of their
spiritual understanding. Traditional native culture is one of the
many avenues to this understanding. This course explores a
native perspective of the circle of life from birth through
death. Prerequisite: REL 210 or permission of instructor. SP.

REL 325/525
Contemplative Christianity (3)
This course examines the contemplative/mystical tradition in
Christianity and its recent recovery by mainstream Christians
through the work of Thomas Merton and others. Students
also consider three current trends in the progressive wing of
Christianity: 1) creation-centered spirituality, as found in the
biblical tradition and medireview mystics, now being
emphasized by ecological theologians; 2) the thought and
practice of liberation theologians and its impact on the
struggles of the Third World poor, feminists and gays/lesbians;
3) the work of Jesuit Seminar scholars to uncover radical
messages of Jesus in his historical context. FA.

REL 330/530
Contemplative Hinduism (3)
An experiential and philosophical introduction to the
scriptures and spiritual practices of Hindu traditions with
emphasis on the Vedas, early tantra and the yoga sutras of
Patanjali. A portion of each class is devoted to practice:
meditation, pranayama, mantra and ritual. FA.

REL 331
Mystical Experience East & West (3)
As virtually a universal phenomenon, in both explicitly
religious and deliberately secular guise, mystical experience—
that is, personal encounter with or knowledge of ultimate
reality—has received extraordinarily diverse appraisals. Some
have acclaimed it "the only truth there is;" while others have
been executed for admitting to it. This course examines the
nature of mystical experience and the variety of its
manifestations in and out of the world's major religious
traditions. Students read broadly in primary sources and
engage two contemporary theoretical questions: Is mystical
experience conditioned by a function of sociocultural
factors? Is it possible to derive an ethic from mystical experience, given the frequent association of mystics and transgressive behavior? Prerequisites: upper-division BA only and one course in Religious Studies, SP.

REL 334/634
Hindu Yoga-Tantra (3)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyosa (sacred energetic placements), chakras and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (pujo) incorporating many Tantric contemplative tools studied all semester. FA.

REL 341e/536e
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)
Tracing the Buddha's early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of texts, guided meditations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science will also be indicated. FA.

REL 342e/532e
Buddhism: The Way of Wisdom and Compassion (3)
Providing a basic introduction to the ideas, perspectives and practices of Buddhism, the course looks at the life and cultural context of Buddha Shakayamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions include a reflexion on the importance of recognizing suffering as the first step on the spiritual path; the role of karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation. FA.

REL 343e/558e
Introduction to Zen Buddhism (3)
The course explores various aspects of Zen Buddhism, starting with instruction on Zen meditation and meditation techniques including koan study (Zen "logical paradoxes") and shikantaza ("just sitting"). Then we study the lives and teachings of important Zen masters as gateways into some of the approaches to Zen and as signposts for living our own lives. Prerequisite: Instructor approval is required. Students are asked to email the instructor a short spiritual biography of themselves. FA.

REL 344e/515e
Buddhism and Social Action (3)
This class examines Buddhism's historical and contemporary views and responses to social issues and focuses on the emerging movement of "engaged Buddhism" within the larger context of engaged spirituality. While using traditional and contemporary texts, this class also explores the nature of the individual journey one makes in order to engage social action from a contemplative ground. Community-based volunteer work anchors this grounding, allowing us to experience our individual understanding of "sacred view" through a personal path of action. SP.

REL 345/540
Zen Buddhism (3)
In this course we study classic Zen writings as signposts for living our own lives. Students are required to keep a journal with weekly entries of at least one page showing how the texts being studied that week affected their life. Texts include The Three Pillars of Zen, the Zen teaching of bodhicitta, the diamond sutra and Dogen's Genjokoan. SP.

REL 347e/527e
Buddha Nature: The Nature of Enlightenment in the Uttaratantra and Mahamudra (3)
One of Buddhism's most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra unifies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by G5 Lobsawa (1392-1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisites: Several courses in Buddhist studies. SP.

REL 348
Buddhism in America (3)
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam and term paper. Prerequisite: REL 160, REL 240 or REL 245. FA.
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 cosmology of Tibet, its religious history, esoteric teachings and practices (Hinayana and Mahayana) and esoteric teachings and practices (Vajrayana). In the course we also read an important text (The Tibetan Book of the Dead) to give students a closer look at one facet of the tradition. Grading criteria include both midterm and final exams. Prerequisite: REL 160, REL 240 or REL 245. FA.

REL 360/512
Engaged Buddhism Training I (3)
This course focuses on setting up students' service learning program for year one and on giving them the context and skills to maximize the benefit of their service learning experience. It involves a combination of regular on-campus classroom work and fieldwork including on-site visits to various social agencies, nonprofits, NGOs and other social action projects. It also includes several models for contemplative social action. One of the primary goals of this first semester training is to create a learning community among the students that will become the vehicle and context for their two year EBMA journey. FA.

REL 370/562
Engaged Buddhism Training II (3)
The focal points of EB Training II will be a street retreat in Denver during practice week and a social action project carried out by the students as a group. The street retreat will be lead by a peacemaker priest or another street retreat leader approved by the Peacemaker Community. The retreat will be preceded by sufficient classroom core to prepare the students and followed up with further classroom work to help students integrate their experience into their overall learning path. Students will also conceive, plan and carry out a social action project together as a group. SP.

REL 375/553
Tibetan III (4)
This course will continue to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It will also continue to develop student knowledge of spoken Tibetan. Prerequisite: REL 284/533. FA.

REL 377/557
Sanskrit III (4)
A continuation of the study of Sanskrit grammar. Concurrent with this, students will read selections from texts representing a variety of genres of Buddhist literature in classical Sanskrit including the Astasahasrika Prajnaparamita (Perfection of Wisdom in 8,000 Lines), treating the Mahayana doctrine of emptiness, the Saddharmapundarika (The Lotus Sutra), one of the greatest of all Mahayana texts and the great life of the Buddha, the Buddhacarita. The homework lab and language lab form important parts of the second year program as well. Prerequisite: REL 287/537. FA.

REL 385/583
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL 375/553. SP.

REL 387/587
Sanskrit IV (4)
A continuation of Sanskrit III. Prerequisite: REL 377/557. SP.

REL 479
BA Colloquium (1.5)
This course reviews religious studies as an academic discipline, with an emphasis on contemplative practice and ritual. Students examine religious traditions and phenomena encountered in their major study and reflect on the context from which they come. Special emphasis is placed on written and oral expression, integrative understanding and the relationship between religious traditions and personal spiritual journey. The semester concludes with the completion of the student portfolios for the major. FA.

REL 489
BA Senior Project (1.5)
A course for graduating seniors in which the student concentrates on the Naropa journey in its personal dimension and refines a final paper that expresses that journey. Grading focuses on student final projects. SP.

REL 499
Independent Study (1–3)
FA/SP/SU.

REL 600
MA Meditation Practicum I (3)
During this course, students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice. MA and MDiv. FA.

REL 602
Communication: Family Systems (3)
This course is designed to introduce students to the art of contemplative communication. Using the principles of body, speech and mind, compassionate presence and exchange and a distillation of the art of religious communication theory and
techniques, the class focuses on the foundation skills required to open ourselves in order to communicate effectively with others. Open to MDiv students, all others by permission of instructor. MDiv only. FA.

REL 603
Tibetan V (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL 385/583. FA.

REL 607
Engaged Buddhism Training III (3)
This course focuses on identifying a significant social issue that the group focuses their energies on during year two of the program. The process of determining that issue involves further development and application of research, assessment, visioning and strategic planning skills. The semester includes on-campus and field study work. Other skills reinforced include deep listening, council practice, nonviolent communication, mediation and conflict resolution, community building and community organizing. New skills introduced include feasibility studies, grant writing and business plan writing. FA.

REL 609W
Mindfulness Instructor Training I (1)
First of a three-course series on the confluence of meditation instruction, meditation practice and pastoral care in an interfaith setting. Participants develop skills in the basics of first-time meditation instruction and ongoing meditation mentorship. Working with meditation instruction for people in extreme or challenging environments or states of mind is addressed. Special attention is given to shamatha instruction, the initial instruction, advising on posture and later interviews. Practical demonstration, mock interviews and meetings with feedback sessions are interspersed with lectures on the view underlying meditation practice and mentorship. MDiv only. Others by permission of the department. Prerequisite: must have completed a dathun and submitted an application for this course. SP.

REL 611
The First Turning of the Wheel: Nature of Mind and Emotions (3)
The abhidharma or "higher dharma" represents a sophisticated philosophical distillation of the essence of the Buddhist teachings on the nature, structure and operation of the mind. This course provides a selected survey of the essential doctrines of the abhidharma drawing on its classical formulations as they are found in schools such as the Sarvastivada, Theravada and Yogacara schools. Required for History of Religions course sequence. FA.

REL 614
Mind & Its World I (3)
An in-depth systematic exploration of 1) the many types of minds and mental factors that arise and 2) the objects that comprise the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion and generating insight. Required for Tibetan Tradition course sequence. FA.

REL 615
Conflict and Diversity: Ground of the Group-Field (3)
The first of two courses examining the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power and diversity, and group-field process work as a way to engage group life. Class includes Process Lab II (REL 654), where program students work with their own group-field process. SP.

REL 616
Process Lab I (1)
This course is the first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. MDiv, taken concurrently with REL 602. FA.

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 meditation. This ability is to be with others without agenda is the working basis for engagement in the world and for all helping professions. It is the practice of genuine openness and a means of developing egolessness and compassion. In this class, we explore the lineage, view and practice of basic attendance. FA.

REL 620
Meditation Practicum II (3)
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong) and the exchange of the self and other (tonglen). Prerequisite: REL 600. SP

REL 624
Mind & Its World II (3)
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism.
Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL 614. Required for Tibetan Tradition sequence. SP.

REL 627
Sanskrit V (4)
A continuation of Sanskrit IV. Prerequisite: REL 587. FA.

REL 628
Studying Buddhism: Methods & Issues (3)
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting, and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation, the use of intellect, community, personal experience and so forth. Required for Tibetan Tradition sequence. FA.

REL 633
Tibetan VI (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL 603. SP.

REL 635
Meditation Practicum III: Maitri and Mandala (3)
This course continues the Practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice known as "maitri" provides a personal experience of these families, and this practice is a central part of this class. Prerequisites: REL 600 and REL 620 or permission of the instructor. MA only. FA.

REL 636
Maitri Community I (3)
This course introduces the student to the practice of "maitri-space-awareness," an exploration of the five fundamental patterns of energy that comprise our existence. Using specially designed environments and meditation postures, students experience these "Buddha family" energies in both their confused and awakened expressions. Previous teachings on group-fields and community are 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. FA.

REL 637
Maitri Community II (2.5)
This course continues the work of REL 636 through ongoing individual maitri space awareness practice and through group weekend intensives. With the additional focus provided by various forms of community-based ritual, these practices will be deepened and more fully elaborated. Prerequisite: REL 636. MA/Div only. SP.

REL 642
Pastoral Counseling & Spiritual Assessment (3)
This class addresses the skillful means necessary to engage the suffering of others. This course introduces the student to the practical application of change agency from a contemplative view. The following perspectives are explored: a psychosystems approach to pastoral care and counseling, contemplative approaches to assessment and intervention strategies, developmental issues for individuals and families, and grief, loss and bereavement as opportunities for healing. Open to students who have taken, or are taking, REL 602. 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, word, space and more. We explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist and post-modern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Sore, Turner, Eliade. 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 Buddhist tradition as it exists in its Indian homeland, in greater Asia, and now in the West. This course explores the history and meaning of the Buddha, the founder of Buddhism, in both historical and transhistorical perspective; a survey of the most important principles of Dharma, the Buddhist teachings, in terms of "what has been taught" and "what has been experienced"; and an exegesis of the basic principles of Buddhist community, or the sangha. Required for History of Religions sequence. FA.

REL 649
Religious Studies Seminar I: Non-Dualism in Theory and Practice (3)
This class focuses on three traditional conceptions of reality as non-dual. We compare the teachings and approaches to non-duality in Neo-Platonism, Advaita Vedanta, and HaBaD.
Hasidism. Special attention is paid to the ways in which each tradition explains the tension between oneness and multiplicity, the question of free will and the ultimate purpose of existence. We also compare contemplative methods and goals of practice that are utilized by each tradition. Readings include selections from Plotinus' Enneads, the Ashtavakra Gita and Rabbi Shmuel Schneersohn of Lubavitch's True Existence. FA.

REL 650
Dathun: Monthlong Meditation Intensive (non-credit)
A monthlong meditation practice (dathun) of intensive daily group meditation in which students practice shamatha-vipashyana (following the Tibetan tradition) with the guidance of trained meditation instructors. This training provides direct insight into the nature of the Buddhist teachings on personal level. The dathun is a non-credit requirement for the MA degrees in Indo-Tibetan Buddhism, Indo-Tibetan Buddhism with Language and the Master of Divinity degree. It is highly recommended that students complete their dathun by the winter break between the fall and spring semesters of their first year, but no later than the summer following their first year. FA/SP/SU.

REL 651
Contemplative Practice Retreat (non-credit)
This thirty-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: a Christian hermitage, monastery, ashram, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. Choice of retreat to be approved by dept. beforehand. MA only. FA/SP/SU.

REL 652
Surfacing the Voices: Practice of the Group-Field (3)
The second of two classes on understanding and working with the human group-field. With a theoretical basis established in the previous course, this class continues to examine group-field process work in a variety of "applied" expressions. Examples of these include dialogue practice, community-based ritual practice, wisdom circles, archetypal motifs and principles of restorative justice. While this is a more experiential class, it continues to explore earlier themes around conflict, diversity and sacred view. Class includes Process Lab III (REL 728), where students continue to work with their evolving process. FA.

REL 653
Self & No-Self: Analytical Meditation & Experience (3)
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a "self" and analyzing this "self" using analytical meditation. Does it exist or is it just an emotionalized fabrication? Prerequisite: REL 614, MA and MDiv or with permission of instructor. Required for Tibetan Tradition sequence. SP.

REL 654
Process Lab II (1)
This course is a continuation of REL 616. MDiv, taken concurrently with REL 615. SP.

REL 657
Engaged Buddhism Training IV (3)
The course focuses on the creation of a nonprofit "business plan," a complete blueprint for planning, funding, implementing and managing non-profit organization or project designed to address the significant social issue identified and researched in EB Training III. The end result is a fundable, ready to implement project or non-profit organization. Skills reinforced and mastered include feasibility studies, grant writing and business plan writing. New skills introduced include understanding non-profit law and incorporation requirements, board development and basics of non-profit management. MA only. SP.

REL 661
The Second Turning of the Wheel: Emptiness and Compassion (3)
This course examines the philosophical view, meditation practice and compassionate action of the bohisattva path, as expressed in the Mahayana Buddhist "second turning of the wheel of dharma." Discussion of the view is based on key Mahayana sutras such as the Prajnaparamita, the Vimalakirti, etc. The meditation practice and compassionate action of the bohisattva will be explored in "path" texts such as Santideva's Bodhicaryavatara, Gemopala's Jewel Ornament and Asanga's various works. Required for History of Religions sequence. SP.

REL 667
Sanskrit VI (4)
A continuation of Sanskrit V. Prerequisite: REL 627. SP.

REL 668
Advanced Shedra Texts (3)
Each year an advanced text of the Tibetan Buddhist monastic educational system (shedra) is selected for study in this course, along with any pertinent Indian and Tibetan commentaries available in translation. Study of such advanced texts presupposes a grounding in the foundation courses of the shedra tradition, which the students will have received through their preceding eight courses. This course then serves as a capstone course for the Tibetan Tradition sequence of courses in that it typically requires the students to draw on knowledge they have learned in a wide range of subjects in order to understand the new text. FA.
REL 699
Independent Study (1–3)
MA only. FA/SP.

REL 701
The Middle Way School (3)
This uncompromising rejection of stable findable existence in any phenomena is a radical challenge to our sense of having an existent self that experiences solid objects. Its famous teaching of emptiness has generated a range of interpretations which are explored, particularly in the Tibetan Kagyu, Nyingma and Geluk schools. Prerequisites: REL 614, REL 624, REL 653. Required for Tibetan Tradition sequence. FA.

REL 705
The Mind Only School (non-credit)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL 614, REL 624, REL 653. Required for Tibetan Tradition sequence. SU.

REL 709W
Mindfulness Instructor Training II (1)
Second of a three-course series focusing on the confluence of meditation instruction, meditation practice and pastoral care in an interfaith environment. Participants develop skills in the basics of first-time meditation instruction and ongoing meditation mentorship. Special attention is given to working with people with difficulties and pain and working in pastoral care settings. Tonglen instructions and making tonglen part of our personal practice of pastoral care are covered. Practical demonstration, mock interviews and meetings with feedback sessions make up the bulk of the course, interspersed with lectures on the view underlying meditation practice and mentorship. MDiv only. Others by permission of the department. Prerequisite: REL 609. FA.

REL 710
The Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutras such as the Samdhirinirvaca, the Lankavatara and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for History of Religions sequence. FA.

REL 712
Applied Theology I (2)
This course is in support of MDiv student fieldwork during the summer semester. MDiv only. SU.

REL 720
Buddha Nature & Shentong Traditions (non-credit)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within themselves but that are presently blocked from view by their obscurations. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL 614, REL 624, REL 653, REL 701, REL 705. Required for Tibetan Tradition sequence. SU.

REL 728
Process Lab III (1)
A continuation of REL 654. MDiv only. To be taken concurrently with REL 652. FA.

REL 730
MA Religious Studies Colloquium I (1.5)
This course critically examines methods in the field of religious studies while reviewing the student's journey in the study of Christianity, Judaism, Buddhism, Islam, Hinduism and Native American religions. Given that there is no such 'ism' that can accurately define each of these great traditions, how is the religious life defined? What religious phenomena have been studied and what are the appropriate methods for these phenomena? What tools do students need in order to apply these methods in the study of religion? FA.

REL 742
Buddha Nature (3)
The Buddha-nature or Tathagatagarbha teachings are best introduced through study of the important Indian treatises, such as the Uttaratantra and commentaries by Asanga and other Indian and Tibetan masters. These texts proclaim the enlightenment of all beings and the importance of meditation practice and penetrating insight to uncover this enlightenment. The instructor prepares the ground for the
course of study and a Rinpoche's talks follow the selected
text in line-by-line contemporary comment and fresh
perspective. Prerequisite: REL 682. BA with permission of
instructor. Required for History of Religions sequence. FA.

REL 747
Master of Divinity Fieldwork (non-credit)
The CPE (Clinical Pastoral Education) internship gives Master of
Divinity students the opportunity to explore personal and
professional growth issues in their roles as interfaith chaplains
in various settings. Through weekly seminars, didactics,
theological reflections and individual and group supervision,
students explore the purpose and meaning of providing
pastoral care to people in crisis. Strong emphasis is placed
on the students' understanding of their own personal issues
and dynamics as these arise in the process of helping others.
MDiv only. SU.

REL 749
Contemporary American Religion: Ritual and Practice in a
Pluralistic Society (3)
This course explores the diversity of American religious life
from numerous perspectives, thereby providing students with
the practical vocabulary to both understand and interact
with the diversity of contemporary religious life. Students
survey American religious communities (Christian, Muslim,
Jewish, etc.) and examine specific beliefs, rituals and liturgical
practices and their application in crisis and transition
situations that span the human life cycle—such as birth,
marrige, illness and death. The class also provides 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 arhats, Bodhisattvas and Buddhas, the three bodies
of a buddha, how the Vajrayana path differs from the sutra
Mahayana path and so forth. Prerequisites: REL 614, REL 624,
REL 653, REL 701, REL 705. Required for Tibetan Tradition
sequence (not for MDiv). SP.

REL 751
Buddhism in Tibet (3)
This course traces 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 is given to the various roles
of Nalakha, Mahayana and Vajrayana Buddhism and to the
interplay of religious, social and political factors in this
process. Special attention is paid to Tibet's unique
contributions to Buddhism. Required for History of
Religions sequence (not for MDiv). SP.

REL 752
Integrative Community Seminar (1)
This class provides closure for the EBMA student journey,
through presentations of significant program learning and
summative process reflections. Students will serve as
instructors for each class, preparing the presentation and
facilitating the discussion. 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
manuscripts. A section of the course addresses Tibet's unique
teachings on the dakinis, or feminine goddess figures and
their western interpreters. Through studying dakini tradition
and lore, we 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 762
Applied Theology II (1.5)
For third year MDiv students, this class provides ongoing
instruction, direction and guidance for student fieldwork
occurring primarily within the Naropa community. Students
and instructors meet weekly, focusing on the nature and
meaning of doing community-based and spiritually engaged
fieldwork in the arenas of pastoral care and change agency. FA.

REL 768
Process Lab IV (1)
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 students identify phenomena that are of
particular interest in the study of religion. Then, the student is
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 those perspectives. This course
culminates in a final draft of the master's project paper,
under the guidance of department faculty. SP.

REL 779
Inter-religious Dialogue (3)
In the last two decades, inter-religious dialogue has become
an essential element in Western religion and theology and a
fundamental tool for the chaplain. This course introduces the
student to the creative potential of dialogue for expanding
one's theology and ability to communicate effectively and compassionately across the American religious spectrum. Special emphasis is placed on Buddhist-Christian dialogue. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practicum workshops. SP.

REL 780
Meditation Practicum IV: Mudra Space Awareness (3)
Space can seem hostile or benevolent, seductive or enervating. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by neurosis or heightened by openness. This course further builds on space awareness teachings of Trungpa Rinpoche, combining mudra theater exercises with maitri practice. The specific exercises offer a means for developing an appreciation of one’s self and others in the context of an active, changing space. Prerequisites: Meditation Practicum I, II, III or by permission of instructor; MA only. SP.

REL 800
MA Indo-Tibetan Buddhism Colloquium I (1.5)
This course constitutes a critical review and culmination of the Buddhism 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 class provides ongoing instruction, direction and guidance for student fieldwork occurring primarily within the Naropa community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency. Prerequisite: REL 762. FA.

REL 803
MDiv Research Methodology (1.5)
This course provides students with an overview of research methodology and applied theology 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. The course aims to accomplish several things: discover the Religious Studies/Buddhist Studies community that they form; prepare for the written and oral comprehensive exams that occur at the end of the spring term; integrate the various strands of study, meditation and contemplation, inner work and practical engagement that take place within our department; enjoy and celebrate the learning journey that students are in the process of completing. FA.

REL 809W
Mindfulness Instructor Training III (1)
Last in a three-course series focused on meditation instruction, meditation practice and pastoral care in an interfaith environment. Participants develop skills in the basics of first-time meditation instruction and ongoing meditation mentorship. Special attention is on interfaith contexts, working with people and practices from other faith traditions and articulating the Buddhist and Shambhala view of meditation practice in professional and inter-religious dialogue settings. Practical demonstration, mock interviews and meetings with feedback sessions make up the bulk of the course time, interspersed with lectures on the view underlying meditation practice and mentorship. MDiv only. Others by permission of the department. Prerequisite: REL 709W. SP.

REL 815
Biblical Texts I: The Old Testament (1.5)
The Old Testament introduces the chaplain-intern to the Judeo-Christian world in an intimate, varied and sophisticated manner. This course surveys the texts of the Pentateuch, the Prophets (both former and latter) and the Writings. The Bible is introduced as the literary expression of the religious life of ancient Israel, and the text study is informed by Biblical criticism, historical context and cultural setting. Additional attention is paid to religious uses in a chaplaincy setting. MDiv only. FA.

REL 825
Biblical Texts II: The New Testament (1.5)
The New Testament introduces the chaplain-intern to the foundations of Christianity in its formative years. This course explores the Gospels (Synoptic and Johannine), Acts (church history), the Letters (Pauline and others) and the Apocalypse. The Bible is introduced as the literary expression of the new covenant, and the text study is informed by Biblical criticism, historical context and cultural setting. Additional attention is paid to religious uses in a chaplaincy setting. MDiv only. SP.

REL 850
MA Indo-Tibetan Buddhism Colloquium II (1.5)
This course is a continuation of the REL 800 and culminates in comprehensive exams. MA only. SP.

REL 853
Theological Thesis (3)
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only. SP.
REL 880
Comprehensive Exam (non-credit)
MA and MDiv only. SP

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

REL 885
Master's Project/Translation (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

"The body is the sanctuary of the soul."
—Ilana Rubenfeld

For twenty years the Somatic Psychology Department has organized itself around a belief that therapeutic change occurs through direct experience of the present moment. One of the ways to engage the present moment is to stay awake in the body—the sensing, emoting and thinking body. Healing, in this sense, follows the continuous process of sensing the inner and outer world in a deeper and more conscious fashion. This process integrates the sensations of the body in order to organize behavior in more satisfying and contributive ways. In the Somatic Psychology Department, traditional counseling skills, the body, movement and sensorimotor tracking are brought intimately together in the process of psychotherapy. These aspects are studied and practiced in order 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 somatically oriented 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 traditional 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.
SOMATIC PSYCHOLOGY DEPARTMENT

Co-Chairs: Zoë Avstreih, Ryan Kennedy
Administrative Director: Pamela Lovely
Internship Coordinator: Avani Dilger
Advisor and Admissions Coordinator: Leah D'Abate
Thesis Coordinator: Carla Parry
Core Faculty: Zoë Avstreih, Christine Caldwell
Adjunct Faculty: Jackie Ashley, Diane Bartko, Leah D'Abate, Avani Dilger, Julie Dolin, Joe Gillan, Jaci Hull, Ryan Kennedy, Reo Leslie, Suzanne Marie, Lyra Mayfield, Nicol McGough, Kekuni Minton, Pat Ogden, Carla Parry, Doug Radant, Melanie Smithson, Wendy Titcomb, Victor Waring

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 movement. 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 train in science-based as well as intuitively based forms, blending biopsychology, neurology and psychoneuroimmunology with somatic psychology. The program prepares graduates for a career that makes use of recent research advances that validate and extend their field. Students are required to complete thirty-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. 20). (The Somatic Psychology application includes a Supplemental Application Form and a Supplemental Prerequisite Form.)
2. All applicants must have strong academic skills, be motivated to work with others and demonstrate a high level of body integration.
3. Selected applicants will be asked to come to the university to participate in a daylong group interview. Group interviews are normally held in March, April and May. Applicants' admissions files must be complete before the interview.
4. Both concentrations in the Somatic program have the following admission requirements: 3 semester credit hours (or 45 class contact hours) of course work with the grade of "C" or above from an accredited college must be completed in each of the following: Introduction to Psychology, Abnormal Psychology, Theories of Personality and Anatomy.
5. Applicants for both concentrations are strongly encouraged to have 1-2 years experience in individual or group psychotherapy.

Dance Movement Therapy
Approved by the American Dance Therapy Association since 1987, this program concentrates on the power of the creative experience, coupled with the healing properties of conscious movement sequencing. The DMT emphasis trains students in classical as well as innovative forms of dance therapy, specializing in the Moving Cycle, Authentic Movement and the interface of DMT with modern models of sensorimotor tracking, conscious movement, relational techniques and contemplative dance forms.
Additional Requirements for Dance Movement Therapy
1. A bachelor's degree preferably in a field related to dance therapy and the helping professions.
2. In-depth experience with at least three of the following forms: modern, ballet, jazz, tap, folk dance, ethnic dance, yoga, tai-chi ch'uan, aikido.
3. Intermediate competency in modern dance technique and/or a maturity with integrating body and spatial awareness.
4. In-depth experience with improvisation and exposure to composition, performance, dance history, and choreography.
5. A minimum of 100 hours of fieldwork experience in service to others (e.g., hospital work, hospice, community projects).

REQUIREMENTS:
MA SOMATIC PSYCHOLOGY:
DANCE MOVEMENT THERAPY
THREE-YEAR PLAN
First year, fall
PSYS 606 Counseling Relationships: Verbal and Non-Verbal Skills IA (2)
PSYS 616 Foundations of Dance Movement Therapy (3)
PSYS 623 Group Community Skills I (non-credit)
PSYS 632 Lifestyles and Career Development I: Identity and Life Transitions (1)
PSYS 646 The Body in Meditation and Psychotherapy I (1)
PSYS 657 Developmental and Behavioral Neuroscience (2)
PSYS 726 Movement Observation and Assessment: Dance Movement Therapy (2)
SUBTOTAL 11

First year, spring
PSYS 613 Culturally Competent Therapist (1)
PSYS 637 Foundations of Movement, Patterned and Analysis (3)
PSYS 649 The Body in Meditation and Psychotherapy II (1)
PSYS 653 Group Community Skills II (non-credit)
PSYS 656 Counseling Relationships: Verbal and Non-Verbal Skills IIA (2)
PSYS 672 Lifestyles & Career Development II: Career Selection and Professional Decision Making (1)
PSYS 675 Sociocultural and Interactional Theories (2)
PSYS 683 Group Process and Dynamics (3)
SUBTOTAL 13

Second year, fall
PSYS 605A Advanced Clinical Applications: Dance Movement Therapy (2)
PSYS 682 Life-Span Development (2)
PSYS 687 Clinical Orientation (2)
PSYS 706 Creative Arts Therapies: Groups and Special Populations (2)
PSYS 707 Multicultural and Diversity Issues (2)
PSYS 736 Current Methods and Skills of Psychotherapy (3)
SUBTOTAL 13

Second year, spring
PSYS 607 Clinical Assessment (3)
PSYS 647 Family Systems Skills I: Relationship, Sexuality and Couples Therapy (2)
PSYS 700 Research and Statistics (3)
PSYS 756 Advanced Clinical Skills (2)
PSYS 836 Thesis Research Seminar I (0.5)
PSYS 789 Comprehensive Exam (0.5)
SUBTOTAL 11

Third year, fall
PSYS 716 Family Systems Skills II (2)
PSYS 778 Lifestyles and Career Development III: Theory and Counseling Strategies (1)
PSYS 856 Professional Orientation (3)
PSYS 826 Dance Therapy Internship Seminar IIA (2)
PSYS 816 Dance Therapy Internship Placement IIA (0.5)
PSYS 837 Thesis Research Seminar II (0.5)
SUBTOTAL 9

Third year, spring
PSYS 866 Dance Therapy Internship Placement IIA (0.5)
PSYS 876 Dance Therapy Internship Seminar IIA (2)
PSYS 881 Extended Thesis (0.5)
SUBTOTAL 3

TOTAL CREDITS 60

Body Psychotherapy
This concentration draws upon the diverse field of body-centered psychotherapy and trains students to integrate bodywork and movement education principles with counseling and psychotherapy skills. The program teaches both the classic energy model of Body Psychotherapy and the modern models of sensorimotor tracking, the Moving Cycle, conscious movement and relational techniques.

Additional Requirements for Body Psychotherapy
A certificate and documentation of training, for a minimum of 250 hours, in an approved body/mind discipline is required. Some forms that have been approved are Rolfs, Astor-patterned, Body-Mind Centering™, Lomi, Hakomi, sensorimotor psychotherapy, body-mind psychotherapy, Alexander, Feldenkrais, some massage certifications, and some yoga therapy and yoga teacher trainings. 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 623  Group Community Skills I (non-credit)
PSYS 626  Foundations of Body Psychotherapy (3)
PSYS 632  Lifestyles and Career Development I: Identity and Life Transitions (1)
PSYS 646  The Body in Meditation and Psychotherapy I (1)
PSYS 657  Developmental and Behavioral Neuroscience (2)
SUBTOTAL 11

First year, spring
PSYS 613  Culturally Competent Therapist (1)
PSYS 637  Foundations of Movement, Patterning and Analysis (3)
PSYS 649  The Body in Meditation and Psychotherapy II (1)
PSYS 653  Group Community Skills II (non-credit)
PSYS 656  Counseling Relationships: Verbal and Non-Verbal Skills IIIB (2)
PSYS 672  Lifestyles and Career Development II: Career Selection and Professional Decision Making (1)
PSYS 675  Sociocultural and Interactional Theories (2)
PSYS 683  Group Process and Dynamics (3)
SUBTOTAL 13

Second year, fall
PSYS 605B  Advanced Clinical Applications: Body Psychotherapy (2)
PSYS 682  Life-Span Development (2)
PSYS 687  Clinical Orientation (2)
PSYS 707  Multicultural and Diversity Issues (2)
PSYS 719  Sensorimotor Psychotherapy (2)
PSYS 736  Current Methods and Skills of Psychotherapy (3)
SUBTOTAL 13

Second year, spring
PSYS 607  Clinical Assessment (3)
PSYS 647  Family Systems Skills I: Relationship, Sexuality and Couples Therapy (2)
PSYS 700  Research and Statistics (3)
PSYS 756  Advanced Clinical Skills (2)
PSYS 836  Thesis Research Seminar I (0.5)
PSYS 789  Comprehensive Exam (0.5)
SUBTOTAL 11

Third year, fall
PSYS 716  Family Systems Skills II (2)
PSYS 778  Lifestyles and Career Development III: Theory and Counseling Strategies (1)
PSYS 816  Body Psychotherapy Internship Placement IIB (0.5)
PSYS 826  Body Psychotherapy Internship Seminar IB (2)
PSYS 837  Thesis Research Seminar II (0.5)
PSYS 856  Professional Orientation (3)
SUBTOTAL 9

Third year, spring
PSYS 866  Body Psychotherapy Internship Placement IIB (0.5)
PSYS 876  Body Psychotherapy Internship Seminar IB (2)
PSYS 881  Extended Thesis (0.5)
SUBTOTAL 3

TOTAL CREDITS 60

Somatic Psychology Elective Offerings
PSYS 519W  Somatic Psychology: Current Topics (1)
PSYS 600e  Theories and Techniques of Play Therapy (2)
PSYS 610  Developmental Issues in Play Therapy (2)
PSYS 619W  Somatic Psychology: Current Topics (1)
PSYS 620  Body-Centered Play Therapy (2)
PSYS 630  Play Therapy and Family Systems (2)
PSYS 652  Essential Dance Therapy (1)
PSYS 676  Dreamwork in Somatic Psychotherapy (2)
PSYS 705  Sand-Play Therapy (2)

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 70 hours of both group and individual clinical mentorship by a registered dance therapist or body psychotherapist. If the student has not completed the clinical practicum after completing the required course work or is completing internship hours at a site during the summer, the student must enroll in PSYS 877, Extended Internship Placement, for every semester including summer until graduation or internship completion.

Thesis
For both concentrations, students are required to complete a scholarly thesis. A thesis is a written document that demonstrates the student's clinical excellence, academic scholarship and understanding of research concepts and writing proficiency. The thesis must be written in APA format and submitted and approved in order for the student to graduate. If a student has not completed the thesis after taking the required thesis course work, the student must enroll in PSYS 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 its 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 requires. While the department has structures to support the student's efforts to achieve success, it cannot be guaranteed.
Licensure
Our graduates are prepared for the Licensed Professional Counselor (LPC) credential and our department meets the educational requirements for the National Board for Certified Counselors. Upon successful completion of the program, students will have met all academic requirements to be allowed to sit for the LPC examination in the state of Colorado. These requirements form the basis for many states' licensure in professional counseling. All prospective students are responsible for researching the licensure requirements for the state(s) in which they plan to practice.

ADTA
The Dance Movement Therapy program is designed in accordance with the training guidelines of the American Dance Therapy Association (ADTA) and has been an ADTA-approved program since 1987. The Dance Movement Therapy concentration fulfills the requirements for the ADTA's certification as a Dance Therapist Registered (DTR).

SBGI
The Santa Barbara Graduate Institute (SBGI) offers advanced placement in their Clinical Psychology Somatic Psychology and Pre and Peri-Natal Psychology doctoral programs for students who have completed an MA degree from the Somatic Psychology Department at Naropa University. This advanced placement would eliminate one year of course work from a three-year PhD program. Contact SBGI for more information and details at www.sbgii.edu.

ISMETA
It is possible for a student graduating from the Somatic Psychology Department to use core and elective classes to fulfill the requirements for the International Somatic Movement Education and Therapy Association's (ISMETA) certification as a Registered Movement Therapist (RMT) and/or Registered Movement Educator (RME).

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/or care providers in an embodied, experiential fashion. The play therapy program is designed to fulfill the RPT requirements through the following courses:

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

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

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

Online course
Offered in fall
Offered in spring
Offered in the summer
Offered in both fall and spring

SOMATIC PSYCHOLOGY (PSYS)
PSYS 519W
Somatic Psychology: Current Topics (1)
This class is an opportunity for students to experience and learn about many different styles and practical applications of somatic psychotherapy. The focus of this course is on how somatic psychotherapy is practiced in the world today and how to creatively use somatic psychotherapy alone or in combination with music, art, and drama. The class is a combination of traditional and experiential learning. Some applications to special populations are explored. FA.

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 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 witness and the development of a group. Students have ample class time to explore their own process while
experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of a healing relationship. The primary text is taken from articles written by Mary Whitehouse, Janet Adler and other founders of authentic movement. Somatic Psychology students only. FA.

PSYS 605B
Advanced Clinical Applications: Body Psychotherapy (2)
Using various methods common to body psychology, this course continues students' clinical development by introducing complex applications of somatic technique. Students extend their understanding of various clinical populations, dual diagnoses and complex psychodynamic processes, and extend skill building in the areas of movement sequencing, sensory integration and expressive behavior. Somatic Psychology students only. FA.

PSYS 606
Counseling Relationships: Verbal and Non-Verbal Skills I (2)
Using direct experiences to develop basic counseling skills, this class introduces the forms and practices of facilitating body and movement-centered therapy sessions with individuals. Using the Moving Cycle, students learn how to facilitate awareness, personal ownership, appreciation and productive action in a one-on-one format. Students also practice working with resistance, character structure, diversity issues, energetic charge and therapeutic transference/counter-transference. Course work also includes in-class supervision, role-playing, relevant readings and a culminating paper that articulates the students' emerging clinical interests and preferences. Somatic Psychology students only. FA.

PSYS 607
Clinical Assessment (3)
Student clinicians are provided a working knowledge of the skills and tools used in the clinical process of assessing, diagnosing and treating psychiatric syndromes and populations. The course content explores the basic aspects of psychometric testing including validity, reliability and professional and ethical considerations associated with assessment and testing. In addition, students are introduced to the major diagnostic categories within the DSM-IV-TR as a tool for understanding states of individual psychopathology. Prerequisites: Abnormal psych. or psychopathology requirement and PSYS 607, Clinical Orientation. Somatic Psychology students only. SP.

PSYS 610
Developmental Issues in Play Therapy (2)
This course emphasizes clinical skill building across the lifespan using such resources as sand tray, various creative arts, Jungian typology, dream work and physical statement. Students learn play therapy techniques as they apply to different populations, ages and clinical needs. SP.

PSYS 613
Culturally Competent Therapist (1)
Psychotherapists work with clients that in many cases come from vastly different cultures than themselves, whether measured by ethnicity, gender or sexual orientation, age, class or race. This course introduces the student to the basic theories and practices of culturally competent counseling via examining the student's own cultures, biases and internalized oppressions. SP.

PSYS 616
Foundations of Dance Movement Therapy (3)
This course is designed as an introduction to the field of dance movement therapy and studies how historically, dance therapists have worked with groups. Dance therapy work and theory by Marian Chace, Blanche Evan, Trudi Schoop and Mary Whitehouse are experientially explored. Students integrate their personal group histories with their style and approach to facilitating group process. This is experiential and didactic. Somatic Psychology students only. FA.

PSYS 619W
Somatic Psychology: Current Topics (1)
This class is an opportunity for students to experience and learn about many different styles and practical applications of somatic psychotherapy. The focus of this course is how somatic psychotherapy is practiced in the world today and how to creatively use somatic psychotherapy alone or in combination with music, art and drama. The class is a combination of traditional and experiential learning. Some applications to special populations are explored. SP.

PSYS 620
Body-Centered Play Therapy (2)
Using the principles of sensory awareness, sensory integration and various models of somatic psychology, this course weaves together children's physical developmental needs such as coordinated and expressive movement with play therapy practices. Particular attention is paid to sensory processing difficulties, as well as ADD and ADHD children. SU.

PSYS 621
Body Observation and Assessment: Body Psychotherapy (2)
This course focuses on how the mind is expressed through the body. Approaching the subject both experientially and intellectually, this study includes the skill of seeing the body descriptively in stillness and in motion, and working to assist clients in finding mindful meaning in their physical presence. Students investigate commonalities in body-centered diagnosis forms and learn to work with blending the client's inner wisdom about body states with existing ideas about psychological meaning in the body. Somatic Psychology students only. FA.
PSYS 623
Group Community Skills I (non-credit)
This two-semester laboratory is designed to provide students with an opportunity to learn experientially about group dynamics and leadership. Through personal exploration, communication skills practice and integration of and participation in group relationships, this class serves as a clearinghouse for student questions, conflicts and problem solving regarding group dynamics. There is a special fee for this course. Somatic Psychology students only. FA.

PSYS 626
Foundations of Body Psychotherapy (3)
Students learn the theoretical and practical roots of body psychotherapy, beginning with the Freudian era and sequencing through current times. The field is viewed from the perspective of the contributions of its founders, as well as from the therapeutic paradigms they represent. Demonstrations and practical exercises give students a chance to experience these modalities in action and to learn basic clinical techniques. Somatic Psychology students only. FA.

PSYS 630
Play Therapy and Family Systems (2)
From assessment through termination, this course covers the systemic/relational uses of play therapy with children and their families. Several classic models of family systems work are translated into play therapy practices, including filial play therapy, Jungian and Object Relations. SU.

PSYS 632
Lifestyles and Career Development I: Identity and Life Transitions (1)
This course provides an exploration of the life transitions and their implications for professional psychotherapists and counselors. Topics include lifestyle issues, career selections and counseling process, career transitions, leisure, retirement and right livelihood. This course provides students with an understanding of career development and related life factors including the interactions between self, work, family and the roles of gender and diversity in career development. Students address life transitions that apply to the career development and counseling process, as they explore and cultivate their own motivations, capacities and interests in relationship to being of service to others through a community-based learning practicum. Somatic Psychology students only. FA.

PSYS 637
Foundations of Movement, Patterning and Analysis (3)
Students learn to appraise how ego structures such as self-image, identity, object relations and super ego manifest in the body as patterns of alignment, proportion and strategies for balance. Methods are explored for gathering information to clarify the relationship between observed physical patterns and clients' inner physical and psychological experience, as the basis for developing a treatment plan. Concepts from the movement education systems are applied to treatment strategies. Somatic Psychology students only. SP.

PSYS 646
The Body in Meditation and Psychotherapy I (1)
During this course students begin to explore the relationship between meditation and working with others psychotherapeutically. The first person one ever works with is oneself. The practice of mindful-awareness kindles this ground with openness, curiosity, gentleness and non-judgment. It allows any moment of living experience to be touched, embraced and learned from. Through practice, intrinsic sanity arises and the first realization that mind exists—and then that it does not. Students look at the relationship between sanity, neurosis, space and energy. FA.

PSYS 647
Family Systems Skills I: Relationship, Sexuality and Couples Therapy (2)
Family Systems are deeply influenced by the relational patterns of the couple forming the parenting unit. These patterns are programmed in early family dynamics and manifest in implicit actions such as movement, voice tone, facial expression, posture, gesture, breath, energy, muscular tonicity, sexual dynamics and so on. This course offers theories and verbal and non-verbal techniques to work with relational patterns in order to develop greater intimacy, differentiation and sexual passion as a foundation for current definitions of family. SP.

PSYS 649
The Body in Meditation and Psychotherapy II (1)
This course explores further topics in the areas of somatically based contemplative practices. SP.

PSYS 652
Essential Dance Therapy (1)
This course is designed to provide an opportunity for program students to dialogue with leaders and experts currently working outside Naropa University in the dance therapy field.

PSYS 653
Group Community Skills II (non-credit)
This laboratory is a continuation of PSYS 623. There is a special fee for this course. Somatic Psychology students only. SP.

PSYS 656
Counseling Relationships: Verbal and Non-Verbal Skills II (2)
A continuation of the forms and practices that were begun in PSYS 606. Culminating in an oral examination where students demonstrate and discuss counseling skills. Somatic Psychology students only. SP.

PSYS 657/657e
Developmental and Behavioral Neuroscience (2)
This course introduces the neuroscience underlying human development and the resulting verbal and non-verbal counseling strategies. Cutting-edge research in the areas of the trune brain, left/right hemispheres, neural plasticity and
neural networks allows us to construct "brain smart" clinical interventions. Specific attention is paid to theories of attachment and bonding, physical development, conscious versus unconscious processing, the emotional brain and the early interactional environment. Each topic is tied to clinical intervention strategies for both adults and children. FAVSP.

**PSYS 672**
Lifestyles and Career Development II: Career Selection and Professional Decision Making (1)
A continuation of PSYS 632, Lifestyles and Career Development I: Identity and Life Transitions. It provides students with a further understanding of career development theory and decision making models. Students learn career development program planning, placement, organization, implementation, administration and evaluation. Students address the symbiotic relationship between learning in the classroom and service in the community as they explore turning the career of therapist into public work. This course serves as an opportunity for students to study the relevance of somatic psychotherapy to marginalized and oppressed as well as privileged populations through a community-based learning practicum. Somatic Psychology students only. SP.

**PSYS 675**
Sociocultural and Interactional Theories (2)
This course extends knowledge gained in PSYS 657 by applying it to social and cultural systems. By understanding brain/body functioning, we can gain a better understanding of the interactions between individuals and their social and cultural milieu. This understanding informs the learning of such topics as addiction, body image, non-verbal communication and behavioral medicine. Special attention is paid to issues of gender, class, race and culture as influences on individual and relational functioning. SP.

**PSYS 676**
Dreamwork in Somatic Psychotherapy (2)
Dreams have always fascinated humankind. Since ancient times, dreams have been cultivated, interpreted and re-enacted for individual and communal knowledge and healing. The discovery of rapid eye movement (REM) during sleep and its association with dreaming laid the biological foundation for the recognition of the universal phenomenon of dreaming. This course is a theoretical and experiential exploration of the nature and meaning of dreaming and its relationship to healing and transformation. Students have ample time to explore their own dreams. SP.

**PSYS 682**
Life-Span Development (2)
This course provides an overview of the major theories of psychological development across the lifespan. Information from a broad range of perspectives is covered including: biological, psychoanalytic/dynamic, cognitive, social learning and cross-cultural. Somatic Psychology students only. FA.

**PSYS 683**
Group Process & Dynamics (3)
The course provides somatic theoretical and experiential understanding of group purpose, development, theory, methods, skills and dynamics. In this class we look at diversity issues, the developmental stages of groups, member behavior and roles, leadership style and differentiate between group types. This class supports professional preparation and examine ethical and legal considerations. Somatic Psychology students only. SP.

**PSYS 687**
Clinical Orientation (2)
The purpose of this course is to provide a supportive forum for beginning dance movement therapists and body psychotherapists to integrate the basic principles of working within the community and the mental health care system from a body-centered, movement-oriented perspective. This course integrates academic study and skills practice with community based learning. The class offers student support around internship placement issues as well as structured clinical training. Requirement: Must complete a 100-hour fieldwork placement. Somatic Psychology students only. FA.

**PSYS 699**
Independent Study (1–3)

**PSYS 700**
Research and Statistics (3)
This course surveys research methods and statistics as they apply to counseling psychology, psychotherapy, dance therapy and body psychotherapy. Topics include psychological issues, inference, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction and interpretation, program evaluation, research ethics and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion and practice exercises. SP.

**PSYS 705**
Sand-Play Therapy (2)
This four-day class is an experiential introduction to the world of sand tray and sand-play therapy. We cover the historical, theoretical and practical aspects of working in the sand with children, adults, couples and families. We also explore how sand tray can be used in conjunction with other creative art therapies, symbology in sand play and the ethical and cultural considerations of sand play. Participants have many opportunities to build sand worlds and witness building by others. SU.

**PSYS 706**
Creative Arts Therapies: Groups and Special Populations (2)
This course examines various therapeutic modalities from a body-centered and movement-oriented therapeutic perspective. Modules of other creative art therapies as well...
as other somatic disciplines are introduced and applied to body psychotherapy and dance therapy. Modalities explored include art, music, theater, poetry and play therapies. The course is a blend of theory and practical application, orienting students towards their practicum placements through exploration of leading movement-oriented groups with multimedia. Prerequisite: PSYS 687. Somatic Psychology students only. FA.

**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 examine their individual cultural norms and biases and explore several cultures in depth. Somatic Psychology students only. FA.

**PSYS 716**
Family Systems Skills II (2)
The exploration of family and social systems as higher levels of body organization is the perspective of this course. It combines family and social systems theory with somatic perspective to provide an overview for treatment. Students learn skills for working with diverse family systems and work experientially with genograms. FA.

**PSYS 719**
Sensorimotor Psychotherapy (2)
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 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 are taught. FA.

**PSYS 726**
Movement Observation and Assessment: Dance Movement Therapy (2)
As a youth walking in the mountains, Rudolph Laban expressed, "I moved for sheer joy in all this beauty and order, there is only one way I can express all this. When my body and soul move together they can create a rhythm of movement." Rudolph Laban's approach to movement is based on the discovery of common elements in all movement. This course explores the art of movement, including principles of body, effort, space and shape, based on these theories and cover basic movement observation and assessment principles from a Laban perspective. Somatic Psychology students only. FA.

**PSYS 736**
Current Methods and Skills in Psychotherapy (3)
This course introduces Somatic Psychology students to the current methods in psychotherapy practice. The approaches explored include Cognitive Behavior Therapy (CBT), Dialectic Behavior Therapy (DBT) and Solution Focused Therapy. Students have the opportunity to examine how each of these methods operates as a part of the therapy, and how they interface with more traditional approaches. Students also begin to work with these approaches in a way that builds clinical skill development in alignment with a somatic psychotherapy orientation. FA.

**PSYS 756**
Advanced Clinical Skills (2)
Students examine the effects of pre- and peri-natal imprinting on adult patterns and behaviors. Exploring and assisting the dying process is also introduced as a form of specialized counseling. Birth and death are treated as the two sides of the coin of the "living process" and their metaphoric use in psychotherapeutic practice is explored. Specific techniques and interventions that address these processes are taught. Somatic Psychology students only. SP.

**PSYS 777**
Somatic Psychology Symposium (1)
This event brings leaders in the field of somatic psychology together to focus on a particular topic.

**PSYS 778**
Lifestyles and Career Development III: Theory and Counseling Strategies (1)
This course is a continuation of Lifestyles and Career Development I & II and further addresses career development theory, techniques, counseling, guidance and education strategies. Students learn and become familiar with occupational and educational information sources and systems, effectiveness evaluation and assessment tools and resources. Attention is paid both to the students' personal experience and also to the implications for counseling others. FA.

**PSYS 789**
Comprehensive Exam (0.5)
All students in their second year receive a list of comprehensive questions that test their theoretical knowledge and how it integrates with clinical skills in their field of study. At the end of the semester, each student answers these questions in an oral and written format as a way of demonstrating what has been learned in the first two years of study. SP.

**PSYS 816**
Dance Therapy Internship Placement IA (0.5)
Students receive credit for their internships through this class. A lab fee is assessed to provide ten hours of one-to-one ADTR clinical mentorship. Dance Movement Therapy students only. FA.
PSYS 816
Body Psychotherapy Internship Placement IB (0.5)
Students receive credit for their internships through this class. A lab fee is assessed to provide ten hours of clinical mentorship. Body Psychotherapy students only. FA.

PSYS 826
Dance Therapy Internship Seminar IA (2)
After completing second-year requirements, each Dance Movement Therapy student enters a clinical internship and under ADTR mentorship, leads dance therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance Movement Therapy students only. FA.

PSYS 826
Body Psychotherapy Internship Seminar IB (2)
This course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only. FA.

PSYS 836
Thesis Research Seminar I (0.5)
This course is designed to prepare students to write a scholarly master's thesis that reflects the integration of training, clinical experience, theory and evaluation and is an original contribution to the field. Students understand the discrete elements of the thesis and the American Psychological Association guidelines. The class is a forum for generating topics and critiquing hypothesis and research designs. Somatic Psychology students only. SP.

PSYS 837
Thesis Research Seminar II (0.5)
A continuation of PSYS 836 designed to prepare students to write a scholarly master’s thesis that reflects the integration of training, clinical experience, theory and evaluation and is an original contribution to the field. Students understand the discrete elements of the thesis and the American Psychological Association guidelines. Class content directly addresses students' particular needs as they develop their theses and is a forum for resources. Somatic Psychology students only. There is a materials fee for this course. FA.

PSYS 856
Professional Orientation (3)
This course is designed as a concluding seminar to help prepare the student for what to expect after graduation. It focuses on ethical and legal issues, relationships to professional organizations and employment realities. Students develop awareness and skills in ethical decision making through review of professional and ethical codes, relevant legal statutes and case scenarios. Students also prepare written theoretical frameworks and résumés and do mock interviews to assist them with postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: PSYS 687. Somatic Psychology students only. FA.

PSYS 866
Dance Therapy Internship Placement IIA (0.5)
A continuation of PSYS 816. Students receive credit for their internships through this class. A lab fee is assessed to provide ten hours of ADTR clinical mentorship. Dance Movement Therapy students only. SP.

PSYS 866
Body Psychotherapy Internship Placement IIB (0.5)
A continuation of PSYS 816. Students receive credit for their internships through this class. A lab fee is assessed to provide ten hours of clinical mentorship. Body Psychotherapy students only. SP.

PSYS 876
Dance Therapy Internship Seminar IIA (2)
A continuation of PSYS 826 IA. After completing second-year requirements, each Dance Movement Therapy student enters a clinical internship and under ADTR mentorship, leads dance movement therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance Movement Therapy students only. SP.

PSYS 876
Body Psychotherapy Internship Seminar IIB (2)
A continuation of PSYS 826 IB. This course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only. SP.

PSYS 877
Extended Internship Placement (0.5)
The purpose of this course is to provide continued support and clinical mentorship for students who have not completed their required clinical internship placement(s) during the sequence of Internship Placement I and Internship...
Placement II. This course is thus required for any student who has completed Internship Placement I and II and who still remains in a clinical internship placement. FA/SP/SU.

**PSYS 881**

**Extended Thesis (0.5)**

This course is required for all Somatic Psychology students who have finished five semesters of course work and who have yet to finish their theses. This class is to be taken the fifth semester of study and subsequent semesters, until the thesis is completed. Note: This class also enables students to defer repayment of their financial aid loans. Somatic Psychology students only. FA/SP/SU.
"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, 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 maitri (gentleness) toward self and others and learns to honor life and its traditions in the context of sacred world. The department offers a Bachelor of Arts degree in Traditional Eastern Arts as well as a minor and certificate program in Traditional Eastern Arts.
TRADITIONAL EASTERN ARTS DEPARTMENT

Chair: Bataan Faigao
Undergraduate Advisor: Deb Roach
Core Faculty: Bataan Faigao
Adjunct Faculty: Julee Blitz, Jack Gipple, Hiroshi Ikeda Sensei, Margot Isernan, Chaitanya Mahmud Kabir, Nataraja Kallio, Kyoko Kita Sensei, Linda Morrell, Ina Robbins, Beth Rosenfeld, Mitsugi Saotome Sensei, Alexandria Shenpen, Kanjuro Shibata Sensei, Larry Welsh, Lee Worley (core Performing Arts and Contemplative Education), Jim Yensan

UNDERGRADUATE STUDY
Bachelor of Arts in Traditional Eastern Arts

The 36-credit Traditional Eastern Arts major is grounded in sitting meditation practice. In the first and second semester, 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: t'ai-chi ch'uan, aikido 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 130 Exploring the Traditional Eastern Arts (2)
PSYB 100 Anatomy (3)
TRA 489 Senior Colloquium (1)

TOTAL CREDITS 12

Areas of Concentration
There are two tracks for the t'ai-chi ch'uan and aikido concentrations. Track one is for students entering the university in their junior year. Track two is for students entering the Traditional Eastern Arts major from the lower division and who may have had prior Traditional Eastern Arts credits.

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

T'ai-chi ch'uan is translated as “the supreme ultimate system of self-defense.” An ancient Chinese exercise, it consists of thirty-seven slow, continuous movements and is a profound preventative and curative system of Chinese medicine. The cultivation of ch'i, the intrinsic energy that animates all living phenomena, plays a central role in the training. T'ai-chi ch'uan restores the normal flow of ch'i by dissolving tension. The short form, yang style of Grand Master Cheng Man-Ch'ing, is taught.

T'ai-chi Ch'uan Concentration
Core Requirements (12)
Track 1: T'ai-chi Ch'uan I-IV (TRA 105, 205, 305, 405) or
Track 2: T'ai-chi Ch'uan V-VIII (TRA 455, 490, 493, 496) (12)
Choose 12 credits from the following courses:

ART 137  Brush Stroke I (3)  
PSYB 223  Psychology of the Five Elements I (3)  
PSYB 336  Intro to Jin Shin Dian Approach (2)  
REL 345  Zen Buddhism (3)  
TRA 221/521  Qi Gong (1) or  
REL 156W  Zen Intensive (1)  
TRA 342  T'ai-chi Camp (1)  
TRA 499  Independent Study (1)

TOTAL CREDITS 36

Aikido

“If your heart is large enough to envelop your adversaries, you can see right through them and avoid their attacks. And once you envelop them, you will be able to guide them along a path indicated to you by heaven and earth.”

—Sensei, Morihei Ueshiba, aikido founder

The roots of aikido stand in the soil of the great warrior tradition budo, where the fighting arts were studied and practiced for defense of society and as a personal path for awakening. Aikido wisdom and skills are developed through lively partner practice. On the mat students engage with varied attacks and defenses in order to learn to become calm, centered and receptive during intense encounters. Whole-body training takes place through watching, listening, feeling and doing.

Aikido Concentration

Core Requirements (12)

Track 1: Aikido I–IV (TRA 110, 210, 310, 410) or
Track 2: Aikido V–VIII (TRA 450, 487, 491, 494) (12)

Choose 12 credits from the following courses:

TRA 120  Ikebana I (3)  
TRA 499  Independent Study (1)  
REL 345  Zen Buddhism (3)  
TRA 437/537  Seminar – Ikeda Sensei (0.5)  
( can be taken twice)  
TRA 447/547  Seminar – Saito Sensei (0.5)  
( can be taken twice)  
TRA 524  Aikido Summer Camp (1)  
ART 137  Brush Stroke I (3)

TOTAL CREDITS 36

Yoga

“Yoga chitta vritti narada. Yoga is the stilling of the whirlpools of the mind.”

—Patanjali

In Sanskrit yoga means “union,” “joining together” or “oneness” and 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 a oneness and health among these energies, yoga practice produces strength, limberness and stamina. The yoga taught is from a traditional full-spectrum system including practices from yoga poses to advanced concentration.

Yoga Concentration

Core Requirements (12)

Yoga I–IV (TRA 133, 233, 333, 433) (12)

TRA 453  Yoga History, Theory and Philosophy (3)

TRA 463  Yoga Meditation Practicum (3)

Choose 6 credits from the following courses:

REL 277  Sankrit I (4)

TRA 114  Indian Devotional and Raga Singing (2)

REL 330  Contemplative Hinduism (3)

TOTAL CREDITS 36

Minor in Traditional Eastern Arts

To minor in Traditional Eastern Arts, students must complete 9 credits in one awareness discipline (t'ai-chi ch'uan, yoga or aikido).

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 (5 credits), a familiarity with an adjunctive contemplative awareness discipline (3 credits) and general electives (11 credits). Students focus on one of three areas: t'ai-chi ch'uan, aikido or yoga.

Required Courses

TRA 100  Shambhala Meditation Practicum I (3)  
TRA 200  Shambhala Meditation Practicum II (2)

TRA 105, 110, 133  T'ai-chi Ch'uan, Aikido or Yoga I (3)  
TRA 205, 210, 233  T'ai-chi Ch'uan, Aikido or Yoga II (3)  
TRA 305, 310, 333  T'ai-chi Ch'uan, Aikido or Yoga III (3)

TRA 405, 410, 433  T'ai-chi Ch'uan, Aikido or Yoga IV (2)  
Adjunctive Contemplative Awareness Discipline  
(t'ai-chi ch'uan, aikido, yoga, ikedana) (3)

General Electives (11)

TOTAL CREDITS 30

TRADITIONAL EASTERN ARTS

DEPARTMENT COURSES

Undergraduate

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

Graduate

500–599 graduate-level electives and introductory courses  
600–699 intended primarily for first-year graduate students  
700–799 intended primarily for advanced graduate students  
800–899 primarily for master's thesis, projects, internship, field placement, etc.
TRA 100/500
Shambhala Meditation Practicum I (3)
The Shambhala tradition, taught by Chogyam Trungpa, Rinpoche, is a secular path of spiritual training. In this class, students learn sitting meditation and study the principles of Shambhala Warriorship, which involves developing personal courage and social responsibility. The class combines meditation, writing, and a variety of exercises to give direct experience of mindfulness and our own senses. The class also explores the connection between the arts and meditation and would be of interest to anyone exploring their own creative process. A slogan of the class is notice what you notice (a phrase Allen Ginsberg coined). FAVSP.

TRA 105/505
T’ai-ch’i Ch’uan: Level I (3)
The first third of the form is introduced. The philosophy and theory of T’ai-ch’i ch’uan is discussed. The basic principles of relaxation, body-upright, movement initiated from the center or “tan tien,” separation of yin and yang and developing a soft and sensitive hand are emphasized. FAVSP.

TRA 110/510
Aikido I (3)
We begin with centering ourselves and bringing that awareness to the situation of “conflict.” We simultaneously practice the kata of clean powerful attacks, harmonious defense responses and uke mi, the art of falling. Emphasis is placed on extending energy and transforming the encounter to one of excitement and harmony. We also establish links to the aikido lineage and training communities. We support our embodied experience by reading and reporting on texts of aikido history, philosophy and technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals. FAVSP.

TRA 114/514
Indian Devotional and Raga Singing (2)
Singing, first of sixty-four traditional Indian arts, is an ancient system of yoga. Students learn to sing OM; chants that consist of naming and manifesting god; svaras—seven goddess tones, the notes from which all traditional scales are derived; ragas—crystals of pure sound. We study sonic transformation, or the means of transforming consciousness and awareness using sound, such as Shabda Brahma [word is god], Nada Brahma [sound is god] etc. All students play the tambura, a stringed drone instrument. SP.

TRA 120/520
Ikebana (3)
Ikebana is the Japanese art of flower arranging, stemming from a love of nature and a delight in developing the elegance and creativity of being human. Ikebana is also called “Kado, the way of flowers” because it is a contemplative practice (a “charma art”) as well as an art form. We study the classical and improvisational forms of the Sogetsu school. Ikebana teaches you that everyone has the gentleness and courage of artistic talent. $25 materials fee. FA.

TRA 130/532
Exploring the Traditional Eastern Arts (2)
Starting with sitting meditation, the experience of sitting and breathing in a stationary position is explored. The class progresses to yoga and an experience of intimate body awareness while moving and while still. T’ai-ch’i ch’uan follows, giving the student basic principles of how the body/mind moves in the world. Aikido explores principles of how one person moves and interacts with another. Ikebana (Japanese flower arranging) examines principles of how one relates to an object in space. This course is designed so students can experience the essence of these contemplative practices. FA.

TRA 133/515
Yoga: Level I (3)
This class represents an introduction to the vast tradition of yoga. Students gain both an understanding of yoga in its historical and social context and an experience of its methods, which constitute an in-depth exploration of breath, movement and consciousness. Students engage with the practices of asana (postures designed to generate sensations awareness, alignment, strength and ease), pranayama (breath awareness and control) and dhyanana (meditation practices). FAVSP.

TRA 200/580
Shambhala Meditation Practicum II (3)
This course provides a firm foundation in the practice of sitting meditation as a means to reconnect with basic goodness. Shambhala refers to an awakened society that existed in Asia as well as many other cultures that cultivate wisdom and human dignity. These traditions are referred to as warrior cultures, not because they wage war, but because of the bravery necessary to realize the potential dignity and wakefulness inherent in all human beings. As we explore Shambhala, Native American, African/Shaman and Japanese cultures, students examine what unites them as warrior wisdom traditions. $7 materials fee. SP.

TRA 205/525
T’ai-ch’i Ch’uan: Level II (3)
The first third of the form is corrected. The second third of the form is taught. While continuing to work on the basic principles, the concepts of becoming more relaxed, soft and open in the body and mind are emphasized. FAVSP.
TRA 210/530
Aikido II (3)
This class continues to build directly on the basic aikido teachings and philosophy to create greater centered and calm response to conflict in a martial encounter or in our everyday personal lives. Relaxed, non-aggressive learning is emphasized. Greater stamina of body and attention is developed. We support our embodied experience by reading and reporting on texts of aikido history, philosophy and technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals to enhance our mental reflection and insight on the complexity of our training experience. FA/SP.

TRA 221/521
Qi Gong (1)
Qi Gong (or Ch'i Kung) is an ancient Chinese system of self-cultivation developed specifically as a means by which each individual may take full personal responsibility for protecting health, promoting vitality and prolonging life, while cultivating spiritual awareness and insight. This class is offered through the School of Extended Studies throughout the year. FA/SP (whenever it is offered).

TRA 233/535
Yoga II (3)
The psychology of the chakras. In this class students begin working with the chakras (inner energy vortices). Chakras are explored from both a personal and transpersonal perspective, through the practices of asana, pranayama, meditation and a variety of psychological approaches. This class continues the study of yoga's rich literature and philosophy. A regular home practice is required. SP.

TRA 260/560
Mudra Space Awareness (3)
Space can seem hostile, benevolent, seductive or enriching. Our perceptions are colored by neurosis and are heightened by openness, depending on whether we struggle against or work creatively with obstacles. Students in this class learn acting exercises designed by Chogyam Trungpa, Rinoche, the matriarch practice of the buddha families and experiments with space and form by selected Western directors. Class exercises help students develop an appreciation of themselves and others in the context of alive, ever-changing space. A studio class, some outside rehearsal, attendance and willingness are the primary course requirements. FA.

TRA 305/545
T'ai-chi Ch'uan: Level III (1–3)
The first two-thirds of the form are corrected. The last third is taught. Emphasis is on balance, rootedness, breath, centeredness and the other basic principles. FA/SP/SU.

TRA 310/550
Aikido III (3)
Calm confidence and grace emerge naturally with the continued and consistent study of aikido movement. Bodies and concentration strengthen. One becomes more comfortable with the “confusion,” the unknowing that precedes knowing. Becoming more relaxed under pressure, speed, complexity, simplicity and open heartedness begin to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. When the class is taken in spring, weapons (bokken and tanto) are added to intensify the empty hand practice. Readings, reflective writing, attending seminars all are required to further the students’ development. FA/SP.

TRA 333/555
Yoga III (3)
This class extends the student's awareness and skills further. In addition to deepening the practice of asana, students learn advanced breathing practices (pranayama), bandhas and mudras (gestures that direct the current of life-force), concentration practices (dharana), yogic methods of physical purification, meditation (dhyana), internal and vocal sound (mantra) and more of yoga's rich literature and philosophy. A daily home practice is required. FA.

TRA 342/542
T'ai-chi Ch'uan Summer Camp (1)
The t'ai-chi ch'uan summer camp is an annual five-day retreat/community environment. T'ai-chi classes are held three times a day, twice in the mornings and once in the afternoons. All levels of t'ai-chi, beginning as well as advanced, are taught. Periods of sitting meditation will be interspersed with the t'ai-chi form classes throughout the day. For more advanced practitioners, there will be push-hands and sword. SU.

TRA 405/565
T'ai-chi Ch'uan Level IV: Push-Hands (1–3)
Push-hands, the two-person t'ai-chi ch'uan exercise, is the most immediate practical application of the t'ai-chi ch'uan form. Students learn to relax while in relationship with someone else's energy. They experientially learn the principles of center and balance as well as the power of yielding. Students begin to utilize these principles not only in the push-hands situation but in everyday situations as well. You may be asked to do a combination of solo form and push-hands, depending on your level. Minimum prerequisites: completion of the form, form correction and permission of the instructor. FA/SP/SU.

TRA 410/570
Aikido IV (2–3)
A continuation of TRA 310. Prerequisite: TRA 310 or permission of the instructor. FA/SP.
TRA 433/575
Yoga IV: Teachers Training (3)
Yoga IV is designed to provide a foundation and training for students who aspire to teach yoga. This class examines the various topics essential to being a good yoga teacher, including how to safely and effectively teach asana and pranayama, the principles of effective speech, the importance of intention, ethics, alignment, how to make adjustments, the sequencing of postures, knowledge of the yoga tradition and the cultivation of one's authentic self-expression. In addition to this study, students gain regular practice and experience in teaching. This class culminates in students' teaching a full yoga class for the other students and chosen guests. SP.

TRA 437/537 and TRA 447/547
Aikido Seminars — Ikeda Sensei and Saotome Sensei (0.5 each)

TRA 450, 487, 491, 494
Aikido VI, VII, VIII (2 each)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa's aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and reflective writing are required during weekly off-mat meetings. Students are asked to keep a journal. FA/SP.

TRA 453
Yoga History, Theory & Philosophy (3)
Yoga is one of the six classical "outlooks on the nature of being" (Shat Darshana) of Hinduism. Yoga has a 5,000-year history, its teachings passed from one generation to the next through a written and oral tradition. All of yoga aims at one thing: realization of the one's true self. This class surveys the fascinating history of yoga and explores the theories and philosophies underlying yoga's practices, from asana (poses) to dhyan (meditation), from dhyana (discipline) to samadhi (contentment). This class examines the main schools of yogic thought and reviews most of its important texts, including the Vedas, Upanishads, Yoga Sutras of Patanjali, the Bhagavad Gita and the Hatha Yoga Pradipika. FA.

TRA 454
Yoga Retreats I, II, III (3 each)
Yoga is "skill in action." These retreats (two three-day weekends plus two class periods) present students an opportunity to integrate materials presented in yoga levels I, II, III. Retreats constitute an in-depth exploration of breath, movement and consciousness, coaxing us to live more fully in the present moment. Retreats are tailored to the level of its participants with advanced breathing practices, concentration practices, meditation, internal and vocal sound and dietary guidelines. Yoga is union, a state of oneness and merging with all that is. By experiencing this state a student is imbued with an authentic understanding of yoga. FA.

TRA 455/585
T'ai-chi Ch'uan Level V: Sword Form (1–3)
The t'ai-chi ch'uan sword is a practice that further extends the principles of integrated movement, relaxation, balance and chi while relating to an external object. This could be a brush, or in the realm of calligraphy and painting, or in this case, a sword. The sword is not wielded by using muscle and physical strength, but by using the body's natural structural and dynamic characteristics and the forces that operate in the environment. By permission of the instructor, for students who have previous experience studying t'ai-chi ch'uan form and push-hands. Students may be asked to do a combination of solo form, push-hands and sword form, depending on their level. FA/SP/SU.

TRA 463/512
Yoga Meditation Practicum (3)
Meditation, though often neglected in modern day yoga, has always been a central practice in the yogic traditions. Asana, pranayama and concentration are stepping stones, which provide a foundation from which meditation can effortlessly arise. In this class we embark on a journey into the meditative traditions and practices of yoga. This includes the study and practice of concentration techniques (dharana), formless meditation (dhya), dreams and sleep yoga (yoga nirguna) and the philosophical premises behind these practices. SP.

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 main focus is the preparation and the presentation of the senior project. Program students only. SP.

TRA 490, 493, 496
T'ai-chi Ch'uan Levels VI, VII, VIII (1–3)
Students further understanding of t'ai-chi ch'uan principles and integrate them deeper into their practice of forms and applications (push-hands or t'ai shou and sword). There are readings of the t'ai-chi ch'uan classics and other related literature, discussions and reflective writing during informal community gatherings. Students are asked to keep a journal to track their progress. FA/SP/SU.

TRA 499
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 discipline is studied. The student and teacher meet in the beginning, middle and end of the semester. Program students only. FA/SP.

TRA 524
Aikido Summer Camp (1)
These seminars and summer training with Saotome Sensei, Shihan, and Ikeda Sensei, Shihan, provide unique opportunities to train with internationally known aikido Shihan who bring to students some of the most advanced, sophisticated and innovative teachings. FA/SP (seminars); 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 is a large umbrella for many approaches that consider human experience in a spiritual context. Standing for the study and cultivation of the human potential for wholeness, the field seeks to understand the person from a non-dualistic point of view. The diversity of approaches in transpersonal psychology provides a healthy environment for engaged dialogue, critical analysis and cross-fertilization of knowledge. Transpersonal psychology provides a backdrop for counseling practices that are designed to address suffering and awaken the wisdom of body and mind.

In a setting of collaborative inquiry, students engage in a process that emphasizes intellectual, emotional, social and spiritual awareness. Mindfulness and awareness practices are a foundation of the program that assists students in making compassionate contact with their own experience. Experiential learning helps to embed these qualities in the context of working with others. 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 department offers a Master of Arts degree in Transpersonal Counseling Psychology with concentrations in Counseling Psychology, Art Therapy and Wilderness Therapy, as well as a low-residency Master of Arts degree program in Transpersonal Psychology. The first three programs prepare students for the Licensed Professional Counselor examination and qualify them to work in agencies or private practice.
Chair: Carla Clements
Administrative Director: Cynthia Tamesue
Internship Coordinators: Katie Asmus, Laura Beer, Judith Marshall, Sue Wallingford
Academic Advisors: Linda Flinkman, Laurie Goodie, Carol Herrick, Marcy Mullet, Merry Rothaus, Colleen Stewart
Admission Coordinators: Linda Flinkman, Marcy Mullet, Colleen Stewart, Kim Thomas, Sue Wallingford
Core Faculty: Dale Asrael, Deborah Bowman, David Chemikoff, Carla Clements, John Davis, Michael Franklin, Dudy Freeman, Deb Piranian, Laurie Rogenstein, Sue Wallingford

GRADUATE STUDY
Master of Arts in Transpersonal Counseling Psychology
This 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 introduce 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 of the three counseling concentrations are the following:
1. Standard graduate admission requirements (see p. 20).
2. Course work in Developmental Psychology, Abnormal Psychology and Theories of Personality.
3. Prior work experience in a clinical setting recommended; experience in working with others essential.
4. Personal maturity 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.

Concentration Areas
There are three areas of concentration within the Transpersonal Counseling Psychology Department: Counseling Psychology, Art Therapy and Wilderness Therapy. Each concentration has its own admissions process and a number of specialized courses for enrolled students. However, all three areas share a
commitment to a transpersonal vision and excellence in counseling training. All three programs provide eligibility for the Colorado Licensed Professional Counselor exam.

Counseling Psychology

The counseling track offers experiential and theoretical study that joins spirituality and psychology. Its 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 the psychotherapeutic process is balanced with personal reflection and shared observations with peers and instructors. 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 emphasis on integrating traditional and innovative methods provides students with a rich foundation for future service.

Applicants for the concentration in Counseling Psychology must meet all of the criteria listed on p. 173.

**REQUIREMENTS: MA TRANSPERSONAL COUNSELING PSYCHOLOGY**

First year, fall
- PSYT 610 Therapeutic Applications of Human Development (3)
- PSYT 611 Counseling Relationship I: Techniques and Practice (2)
- PSYT 621 Psychology of Meditation I: Mindfulness Training (3)
- PSYT 714 Multicultural Issues in Therapy (1)

**SUBTOTAL 9**

First year, spring
- PSYT 661 Counseling Relationship II (3)
- PSYT 670 Transpersonal Psychology (3)
- PSYT 710 Family Systems (3)
- PSYT 720 Meditation Practicum I: Cultivating Awareness (1)

**SUBTOTAL 10**

First year, summer
- Electives: Intensives and/or others (0–3)

**Second year, fall**
- PSYT 601 Gestalt I: Awareness (3)
- PSYT 671 Psychology of Meditation II: Applications to Counseling (2)
- PSYT 680 Group Dynamics and Leadership (3)
- PSYT 700 Research, Statistics & Psychological Testing (3)

**SUBTOTAL 11**

**Second year, spring**
- PSYT 651 Gestalt II: Experiment (3)
- PSYT 660 Clinical Assessment (3)
- PSYT 770 Meditation Practicum II: Developing Compassion (1)

**PSYT 774 Multicultural Issues in Therapy II (1)**
- Elective(s) (0–3)

**SUBTOTAL 8–11**

Second year, summer
- Electives: Intensives and/or others (0–3)

**Third year, fall**
- PSYT 800 Field Placement I (Internship) (2)
- PSYT 802 Counseling Practicum (1)
- PSYT 810 Professional Seminar & Ethics I (1.5)
- PSYT 830 Master’s Paper Seminar I (0.5)
- Elective(s) (0–3)

**SUBTOTAL 5–8**

**Third year, spring**
- PSYT 758 Career Issues in Psychotherapy (1)
- PSYT 850 Field Placement II (Internship) (2)
- PSYT 860 Professional Seminar & Ethics II (2.5)
- PSYT 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 psychotherapeutic skills. Naropa’s innovative approach integrates these areas within a transpersonal framework. Grounded in a foundation of contemplative training, students pursue didactic and experiential course work in art therapy and transpersonal psychology.

This 60 credit-hour program, approved by the American Art Therapy Association, consists of 29 credits of art therapy course work combined with 29 credits of transpersonal counseling psychology and contemplative studies and 2 credits of body awareness course work. Students also participate in a minimum of 172 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 credits required for all TCP concentrations 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-slide portfolio representing work in a diverse selection of media including painting, drawing and three-dimensional work, as well as a description of the work.
Music Therapy

This program is no longer accepting applications as of spring 2005.

Wilderness Therapy

Wilderness Therapy at Naropa (a 60-credit, three-year program) synthesizes clinical and theoretical course work 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 intensives, primarily in outdoor and wilderness settings, integrating therapeutic practice with environmental awareness and outdoor skills. 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 meet the following additional requirements:

1. Supplemental application.
2. Two-week wilderness course (or equivalent).
3. Advanced first aid skills (students will be required to complete a Wilderness First Responder course by the beginning of their second year).
4. Adequate physical condition to participate in the field activities of the program. This includes the ability to carry a forty- to fifty-pound backpack on and off trail for five to ten miles in a day; intermediate level swimmer; ability and willingness to participate in rock climbing; horseback riding; gardening.

Requirements: MA Transpersonal Counseling Psychology: Wilderness Therapy

First year, fall

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<tr>
<th>Course Code</th>
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<tr>
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<td>Research &amp; Statistics and Psychological Testing (3)</td>
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Subtotal: 13

First year, spring

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Requirements: MA Transpersonal Counseling Psychology: Wilderness Therapy

First year, fall

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First year, spring

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<tr>
<td>PSYT 662</td>
<td>Counseling Relationship II/ Wilderness Therapy (3)</td>
</tr>
<tr>
<td>PSYT 710</td>
<td>Family Systems (3)</td>
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</tbody>
</table>

Subtotal: 13

TOTAL CREDITS 60

Body awareness course (2) can be taken any time during the course of study.
Multicultural Issues in Therapy (1)
Meditation Practicum I:
Cultivating Awareness I (1)

SUBTOTAL  11

Second year, fall
Contemplative Perspectives & Practice I:
Cultivating Compassion (1)
Family Systems Interventions I (1.5)
Group Dynamics and Outdoor Leadership I:
Experiential (2)
Adults & Special Populations Interventions:
Wilderness Settings (3)
Outdoor Skills I (1.5)
Ecopsychology: Transpersonal Perspectives (2)
Ecology and Natural History I:
Observations (1)

SUBTOTAL  12

Second year, spring
Contemplative Perspectives & Practice II:
Applications to Counseling (1)
Family Systems Interventions II (1.5)
Group Dynamics and Outdoor Leadership II:
Facilitation (3)
Outdoor Skills II (1.5)
Nature & Art: Expressive Therapies (2)
Children & Adolescent Interventions:
Wilderness Settings (3)

SUBTOTAL  12

Third year, fall
Multicultural Issues in Therapy II (1)
Counseling Practicum (1)
Field Placement I (2)
Professional Seminar & Ethics I (1.5)
Master’s Paper Seminar I (0.5)

SUBTOTAL  6

Third year, spring
Career Issues in Therapy (1)
Field Placement II (2)
Professional Seminar & Ethics II (2.5)
Master’s Paper Seminar II (0.5)

SUBTOTAL  6

TOTAL CREDITS  60

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

Licensure
Graduates are prepared for the Licensed Professional Counselor (LPC) credential and the department meets the educational requirements for the National Board for Certified Counselors. Upon successful completion of the program, students will have met all academic requirements to be allowed to sit for the LPC examination in the state of Colorado. These requirements form the basis for many states’ licensure in professional counseling. All prospective students should research the licensure requirements for the state(s) in which they plan to practice. The department will try and work with each student to assist in meeting state requirements. An Art Therapy graduate will have also completed the necessary requirements to pursue credentials for ATR training in the state of Colorado.

Master of Arts in Transpersonal Psychology
This two-year, 36-credit, low-residency program is delivered primarily online. It integrates intellectual rigor, contemplative practice, personal development and applications of transpersonal psychology. It is not a clinical degree. Those who already have professional clinical or counseling training and credentials may use this degree to expand their understanding and practice.

The curriculum includes required courses on foundations, theories and applications of transpersonal psychology, as well as meditation practice. Two one-week summer intensives on campus provide community building and exploration of transpersonal practices and issues. All other course work may be completed online.

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.

ADMISSION REQUIREMENTS:
MA TRANSPERSONAL PSYCHOLOGY
1. Standard graduate admission requirements (see p. 20).
2. Excellent writing skills (as demonstrated in the admissions essay and letters of recommendation); a demonstrated capacity for self-direction; a demonstrated capacity to join in and contribute to an interactive learning community that functions most of the time at a distance; clear goals for wanting to pursue the MA in Transpersonal Psychology that can be reasonably met by the program.
3. Technology Form. Prospective students must have the technical capacity to take online courses.
Specific admissions considerations include the following: experience and goals; contemplative interest and personal awareness; clarity of intellect and academic background; community and communication; resourcefulness. See the MATP fact sheet for details.

REQUIREMENTS: MA TRANSPERSONAL PSYCHOLOGY

First year, summer
PSYT 517e Multicultural Issues: Contemplative Approaches (3)
PSYT 608 Transpersonal Psychology Intensive I (3)
SUBTOTAL 6

First year, fall
PSYT 670e Transpersonal Psychology I: Foundations and Central Concepts (3)
REL 500e Meditation Practicum I (3)
SUBTOTAL 6

First year, spring
PSYT 672e Transpersonal Psychology II: Theorists and Applications (3)
REL 510e Meditation Practicum II (3)
SUBTOTAL 6

Second year, summer
PSYT 618 Transpersonal Psychology Intensive II (3)
SUBTOTAL 3

Second year, fall
PSYT 738e Transpersonal Service Learning I (1.5)
PSYT 839e Master's Paper Online I (1.5)
SUBTOTAL 3

Second year, spring
PSYT 748e Transpersonal Service Learning I (1.5)
PSYT 880e Master's Paper Online Seminar II (1.5)
SUBTOTAL 3

9 credits are chosen from eligible electives
ELECTIVES 9
TOTAL CREDITS 36

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. Course work integrates theory, experience and contemplative practice in the study of ecopsychology, ecology, transpersonal

psychology and meditative practices. Students complete both intellectual and service-learning projects.

REQUIREMENTS: MA TRANSPERSONAL PSYCHOLOGY: ECOPSychology

First year, summer
PSYT 603e Meditation for Social Change Leaders (3)
PSYT 608 Transpersonal Psychology Intensive I (3)
SUBTOTAL 6

First year, fall
PSYT 551e Ecopsychology I (3)
PSYT 670e Transpersonal Psychology I (3)
SUBTOTAL 6

First year, spring
PSYT 656 Ecopsychology Intensive I (1)
ENV 520e Deep Ecology in Context (3)
ENV 532e Ecology, Evolution & Gaia (3)
SUBTOTAL 7

Second year, summer
PSYT 520 Psychology of Wilderness Experience (3)
ENV 528 Ecopsychology Training: Waking Up Together (3)
SUBTOTAL 6

Second year, fall
PSYT 738e Transpersonal Service Learning I (1.5)
PSYT 839e Master's Paper Online I (1.5)
Elective (3)
SUBTOTAL 6

Second year, spring
PSYT TBA Ecopsychology Intensive II (1)
PSYT 748e Transpersonal Service Learning II (1.5)
PSYT 880e Master's Paper Online II (1.5)
Electives (3)
SUBTOTAL 7
TOTAL CREDITS 38

TRANSPERSONAL COUNSELING PSYCHOLOGY DEPARTMENT

COURSES

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

Graduate
500–599 graduate-level electives and introductory courses
600–699 intended primarily for first-year graduate students
700–799 intended primarily for advanced graduate students
800–899 primarily for master's thesis, projects, internship, field placement, etc.
TRANSITIONAL COUNSELING PSYCHOLOGY (PSYT)

PSYT 300/500
Jung and the Gnostic World View (1)
This class looks at Gnostic Gospels as descriptions of archetypal patterns and symbolic descriptions of the individuation process as Jung understood it. The Gnostic branch of early Christianity was an introverted form of early Christianity, which was declared heretical, but has continued to resurface time and again throughout the last 2,000 years. In the last fifty years many of the original writings were discovered in Egypt, and Jung was given some of the original codices, becoming excited by the writings of people who described in symbolic language their view of the psyche. Offered occasionally.

PSYT 305/505
Introduction to Jungian Psychology (2)
This course lays the foundations for understanding Jungian psychology, its history and development as influenced by the personal lives of Carl Jung, Freud and others in the atmosphere of the first half of the 20th century. Emphasis is on the practical application of Jung’s theories, both in one’s personal life and professional work. Jung’s ideas about the structure of the psyche, the flow of psychic energy, complexes, archetypes, the collective unconscious and typology are explored as well as the ways a therapist can assist or deter the psyche’s natural tendency to heal itself. FA.

PSYT 314e/514e
The Diamond Approach (3)
The Diamond Approach is an original, thorough and precise spiritual path developed and taught by A. H. Almaas. This course introduces the main insights and concepts of the Diamond Approach. Drawing on modern psychology as well as timeless spiritual wisdom, it offers a fresh and powerful approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better able to fulfill our potential for a life of engagement, service, contentment, richness, depth and mystery. Online fees apply. SP.

PSYT 320/520
Psychology of Wilderness Experience (3)
Ecopsychology, transpersonal psychology and wilderness rites of passage provide the foundations for this course: a week in a natural setting provides its focus. Group process, experiential activities, ceremony, ritual and a period of solitude (with the option of fasting), help us open to the transformative power of nature. By application and permission of instructor; $300 lab fee in addition to regular tuition and fees does not include camping equipment, transportation or food. MA and upper-division BA only with permission of advisor. Alternate SU.

PSYT 330/530
Journey to the Source (2)
Canoeing is one of North America’s rare contemplative sports. Students have the opportunity on this seven-day river course to create an engaged community of self, other and the natural world. Drawing from meditation, yoga, group process, Gestalt, ecopsychology and poetry, students will practice awareness focused on the “body of the earth,” of which they are an integral part. This wisdom of Lao-tzu and other contemplative masters are shared to spark our conversations and reflections. Attention to skill, cooperation, safety and the dynamics of the river guides the canoe instruction. This is a 1+ river (easy, yet interesting) in exquisite canyon country. No experience is necessary. SU.

PSYT 334/534
Basic Counseling Skills (3)
This class creates a foundation for working with a wide range of people. Some topics to be covered include listening skills, giving and receiving feedback, working with difference, conflict resolution and focusing. Teachers, parents, administrators, environmentalists, child-care workers and students of many disciplines have effectively taken their learning from this class back into their work and personal lives. MA and upper-division BA only. SP.

PSYT 346/646
Contemplative Voice Work: Sounding the Body-Mind (2)
Each person’s voice is a unique energetic “fingerprint” and has the potential to form a bridge between the physical and non-physical and the realms of inner and outer experience. Students use contemplative approaches to bring awareness to the connection between the voice and body and to experience the energy of the body through sound. This course is for any students who want to explore their voice. “Singing ability” is not required. SP.

PSYT 351/551/551e
Ecopsychology (3)
Ecopsychology holds that human health, identity and sanity and the physical environment are intimately linked. Ecopsychology places psychology in an ecological context and draws on psychological insight for effective and sustainable environmental action. This course integrates academic, experiential and contemplative approaches in examining ecopsychological theory and practices. FA, SP (online). Online fees apply (551e).

PSYT 369/569
Art Therapy Perspective (For Non-Majors) (2)
This course is intended to provide a detailed survey of the field of art therapy. A wide range of topics are covered,
offering broad-based exposure to the theory and practice of art therapy. This course is open to all graduate students and undergraduate seniors with permission of the instructor; MA and BA seniors only. SP.

**PSYT 375/575**

Taming the Wild Horse (2)
Learning to work with emotions can be challenging, even for experienced meditators. This five-day residential rural group retreat is designed to strengthen meditative tools for understanding and healing emotional struggle. Especially applicable for people working in the helping professions who wish to deepen compassion for self and others, the retreat includes "sending and taking" meditation ("tonglen"); mindfulness-awareness sitting practice ("shamatha"); contemplative interactive exercises; periods of silence; mindful eating practice; and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussions, are included. Prerequisite: Prior meditation retreat experience or permission of instructor. SU.

**PSYT 396W/596W**

Transpersonal Counseling Psychology Conference (1)
The Transpersonal Counseling Psychology Department offers a one-weekend conference in the summer featuring leaders in transpersonal psychology. Previous conferences have focused on the state of the art in transpersonal psychology, ecopsychology, psychotherapy and contemplative practice, initiation, creativity and community and have included such esteemed faculty as Frances Vaughan, Roger Walsh, Laura Sewall, David Abram, Angeles Arrien, Malidome Some, Stan Grof, Don Campbell, Pat Allen and Shaun McNuff. Topics and faculty vary from year to year. Offered occasionally. SU.

**PSYT 510**

Yoga and the Chakras: The Transpersonal Embodied (3)
We practice a gentle form of the ancient discipline of Hatha yoga that is grounded in self-compassion. Through conscious breathing, physical postures and contemplation, we deepen awareness and cultivate a felt sense of the flow of life force through the seven chakras in the body. Each of these vital centers energetically reflects the developmental patterning of physical, mental, emotional and spiritual aspects of our being. As we encounter habitually held patterns, we release blocked energy and experience greater fluidity, vitality, balance and body/mind integration. Lecture is included on the relevance of this practice for self-healing and personal development. SU.

**PSYT 515**

Process Painting and Meditation (1)
"To paint is to love again"—Henry Miller. We are all natural artists. The painting experience when done in a safe, non-intimidating, contemplative environment is deeply rewarding and meaningful. This workshop explores the parallels between meditation and the painting experience. We engage in the artful practice of listening, yielding and being witness to creation. We learn to be gentle with ourselves paying attention to our body and heart: learning to trust, to touch and respond through intimate partnership with the images, colors, shapes and space arising before us. MA and upper-division BA only. SU.

**PSYT 517e**

Multicultural Issues: Contemplative Approaches (3)
In traditional cultures, healing occurs within community. There is a deep understanding of shared wounds and the shared responsibility as well as a desire to work together toward healing. In this course, we begin our work from within, looking to the past for aid and guidance. From there we return to the present to bring understanding to our own personal and cultural wounds. We explore our own cultural backgrounds and, from this place, sit as compassionate witnesses to the pain and struggle of others. In community, we facilitate healing using storytelling, ritual, meditation and guided imagery. We explore new ways to experience our shared humanness through deep wisdom, caring and understanding. Required for MATP students. SU.

**PSYT 521**

Touching the Moment: Mindfulness Retreat (2)
Mindfulness meditation—the art of "coming home to ourselves"—is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginners as well as experienced meditators, includes "shamatha" sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussion are included. Prerequisite: PSYT 621; REL 600; or permission of instructor. SU.

**PSYT 543**

Human Sexuality: From Birth to Therapy (2)
Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant and it makes for discomfort. During this course, students examine issues that clients might bring to therapy, consciously or unconsciously. Students start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements and more. Guest speakers are included. SU.
PSYT 544
Maitri Space Awareness and Art (2)
This course is an introduction to the principles and practice of Maitri Space Awareness. Maitri Space Awareness rests upon an ancient wisdom tradition that appreciates the world in terms of five archetypal energetic principles. Joining the art experience with Maitri practice offers the opportunity to heighten sensitivity, open the heart and refine perceptions as to how these energetic principles color responsiveness to others and the environment. Students examine how they manifest in ways that constrict experience, thus limiting perceptions, and appreciate them as expressions of an inherent wakefulness that promotes openness, connectedness, authenticity and kindness. Offered occasionally.

PSYT 562
Gold in the Shadow (1)
Jung defined the shadow as the part of the psyche that contains the “negative side of the personality, the sum of all those unpleasant qualities we like to hide, together with the insufficiently developed functions and contents of the personal unconscious.” Students explore ways of accessing shadow material to increase consciousness, develop creativity and further individuation—to mine for the gold in the personal, MA and upper-division BA only. Offered occasionally.

PSYT 601
Gestalt I: Awareness (3)
The foundations of Gestalt awareness are explored experientially with individual, dyadic and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact and boundary disturbances are introduced. The basic form of a Gestalt experiment is demonstrated and the stages of the process are learned. Transpersonal roots, community building and development of the I-Thou relationship as the basis of therapeutic work are emphasized. For program students only. FA.

PSYT 603e
Meditation for Social Change Leaders (3)
Students develop skills that cultivate mindfulness, awareness and compassion in order to be effective agents of social change. Mindful breathing, sitting meditation and sensory awareness exercises are introduced along with a view of leadership that includes personal sustainability. This course combines online delivery with a three-day, on-campus component. Online fees apply. SU.

PSYT 604
Foundations of Art Therapy (2)
This studio lab closely parallels the content covered in History and Theory of Art Therapy (PSYT 634). Practice with various art therapy techniques and art media will be covered in detail. Application of theory is addressed through the investigation of art-based interventions that support the formation of a productive therapeutic relationship when working within various theoretical models. Students integrate counseling skills and awareness practice with art therapy techniques throughout the semester. AT only. FA.

PSYT 607e
Integral Psychology (3)
This course centers on the theoretical work of Ken Wilber and its practical applications. As a result of this course, students will be able to explain and critique Wilber’s theory of Integral Psychology; compare and contrast Wilber’s evolutionary view of psychospiritual and sociocultural human development with relativistic views; and critically assess the sociocultural dimensions of psychospiritual human development through the case illustrations of sexuality, morality and gender development. Feminist scholarship relative to these themes is centered in the course. Students also cultivate and nourish an integral practice throughout the course. Online fees apply. FA.

PSYT 608 & 618
Transpersonal Psychology Intensive (3)
These weekend courses introduce MATP students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide the opportunity for community-building, face-to-face instruction in transpersonal processes such as meditation and ritual and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. SU.

PSYT 609
Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2)
This course examines the distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling Psychology program. We explore how diverse disciplines can be combined in an effective therapy model that serves people and 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. WT only. FA.

PSYT 610
Therapeutic Applications of Human Development: Child, Adult, Career (3)
We study human development from birth through the span of life. This course provides an introduction to some of the major developmental theorists as well as some of the applications of these theories. The material is presented through lecture, presentations, readings, class discussion, observations and self-exploration as well as personal experience. The purpose of this course is to develop an intellectual and theoretical knowledge of human development as well as insightful understanding of ourselves and our place in the world. Issues related to career development are woven into the course material.
Additionally, developmental issues and their implications in psychotherapy are woven throughout the course. Students deepen their understanding and use of developmental models in therapy. Prerequisite: Course in basic human development. FA.

**PSY 611**

Counseling 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. Topics include presence, empathy, active listening, non-verbal communication, diversity and boundaries. Class format includes lecture, discussion and experimental methods as well as audio and videotaping. Prerequisite: Admission to the Transpersonal Counseling Psychology program (required first-year course). SP.

**PSY 612**

Counseling Relationships (WT) I: Techniques and Practice (2)
This is the first semester of a yearlong course focusing on learning the essential elements of the counseling relationship and specific skills necessary for effective counseling, including wilderness therapy. Students develop a personal understanding of presence, empathy, boundaries, non-verbal communication and working with conflict. Class time consists of lecture, discussion and experiential practice. WT only. FA.

**PSY 620**

Authentic Movement/Transpersonal (2)
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides direct experience of the individual and collective body as a vessel for integration, healing, transformation and creative process. This course explores the ground form of Authentic Movement: the mover, witnes and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of the healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others and community. SP.

**PSY 621**

Psychology of Meditation I: Mindfulness Training (3)
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (shamatha-vipashyana) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored. Group practice sessions, lectures, discussions and individual meditation instruction are provided. FA.

**PSY 624**

Art Therapy Studio: Process and Materials (2)
Contemplative practice is carefully integrated with the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing and sculpture projects. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one’s identity as an artist, the purpose of the therapeutic community and contemplative models for practicing art therapy. Prerequisites: PSYT 604 and PSYT 634, AT only. FA.

**PSY 627**

Contemplative Perspectives and Practice I (1)
The course supports students in continuing their training in mindfulness practice and explores 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, students engage in several periods of extended silent activity in order to deepen mindfulness in wilderness settings. WT only. FA.

**PSY 629**

Family Systems Interventions I: Wilderness Therapy Settings (1.5)
This course examines the clinical applications, primarily in wilderness therapy settings, of family systems theoretical knowledge. Students experience various interventions and develop skill through hands-on practice. We study specific family issues (e.g. divorce, adoption, abuse), and explore using family systems approaches with a variety of groups, including educational and work. WT only. FA.

**PSY 630**

Level I Training in GIM: Bonny Method of Guided Imagination and Music (2)
The Bonny Method of Guided Imagery & Music (GIM) is a "music-centered" experiential therapy used to access and explore the human psyche. Developed and researched by Dr. Helen Bonny in the early 70s, GIM is a primary psychotherapeutic modality leading to insight, emotional release and core integration of body, mind and spirit. This course is held in a residential retreat setting. There is an additional fee for room and board. SP.

**PSY 634**

History and Theory of Art Therapy (2)
Students 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 are highlighted (depth psychology, humanistic, cognitive/behavioral) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity and strategies to employ when looking at artwork and when establishing a therapeutic relationship through art. AT only. FA.
PSYT 642
Holotropic Breathwork (1)
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 is the focus of this weekend workshop. Grof’s method, Holotropic Breathwork, uses music, vigorous breathing, bodywork and mandala drawing to access and integrate deep levels of the psyche. This process is not appropriate for people with severe psychological problems or certain physical conditions such as pregnancy, heart disease, glaucoma, epilepsy or infectious diseases, PA.

PSYT 647
Contemplative Perspectives and Practice II (1)
The course continues the examination of contemplative and mindfulness practices within the wilderness therapy context. Students are introduced to practices of tonglen and loving kindness (metta practice), which cultivate compassion in oneself and toward others and the natural world. Students deepen their own sitting meditation practice. WT only. SP.

PSYT 649
Family Systems Interventions II: Wilderness Therapy Settings (1.5)
This course continues examining the clinical applications, primarily in wilderness therapy settings, of family systems theoretical knowledge. Students are exposed to a variety of interventions and develop skill through hands-on practice. In seminar fashion, each student researches an approach or topic within family therapy and does an experiential presentation. WT only. SP.

PSYT 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 organicity, figure-ground perceptual fields, polarities, top-dog/under-dog, the four explosions, contact boundary and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a Gestalt working. Students work under the supervision of the teacher. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSYT 601. SP.

PSYT 656
Ecopsychology Intensive (1)
This 1-credit course is open only to students in the Ecopsychology concentration within MATP. The course focuses on advanced topics within ecopsychology, further builds community within the program and aims to teach specific skills for working with individuals and groups in an ecopsychological context. The course also continues and deepens the students’ meditation practice and an understanding of its importance in ecopsychology. The prerequisites for this course are completion of the summer Transpersonal Psychology Intensive (PSYT 608) and the Ecopsychology online class (PSYT 551e). SP.

PSYT 657e
Integral Psychology II (3)
In this advanced course, students with a working knowledge of Wilber’s Integral Psychology focus on the application of integral theory through an individual student-designed project in art, spirituality or business. The course is organized around project development, application and presentation, and it emphasizes collaboration among a community of learners. Prerequisite: PSYT 607e or proficiency with Wilber’s AQAL integral model is required. This course is for advanced students of Wilber’s Integral Psychology. Online fees apply. SP.

PSYT 660
Clinical Assessment (3)
This course is intended to be an advanced introduction to clinical thinking related to the assessment, diagnosis and treatment planning tasks required of a psychological professional working with clients representing a wide range of mental disorders, life crises and sociocultural issues. Rationales for using the DSM IV along with its limitations and incompleteness are explored. Included is training for intake and interview skills as well as focus on ethical responsibilities. Prerequisites: PSYT 611, 661, Counseling Relationship I, II, PSYT 670, Transpersonal Psychology, and PSYT 700, Research, Statistics and Psychological Testing. SP.

PSYT 661
Counseling Relationship II (3)
During the second semester of this class, students deepen their practice and understanding of effective counseling skills by doing a six-week practicum with another student. The class also covers the following topics: transference, projection, resistance, lifestyles, diversity, suicide, beginning, middle and end phases of therapy, and beginning and ending the session. Counseling Relationship I and II must be successfully completed before undertaking second year clinical studies. Prerequisite: PSYT 611. SP.

PSYT 662
Counseling Relationship II/Wilderness Therapy (3)
A continuation of PSYT 611. Students deepen their practice and understanding of effective counseling skills by doing a six-week practicum with another student. The class also covers the following topics: transference, projection, resistance, lifestyles, diversity, suicide and beginning, middle and end phases of therapy. Particular attention is given to these topics as they relate to working in outdoor settings. WT only. SP.
PSYT 670/670e
Transpersonal Psychology I:
Foundations and Central Concepts (3)
This course introduces and examines central concepts, theories, practices and applications of transpersonal psychology. The material builds on the foundation of traditional psychology and is presented as the cutting edge in the evolution of psychological theory and application. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world wisdom traditions. Students are exposed to applications of transpersonal psychology that regard the context, content and process of working with others. Students are also asked to engage in their own transpersonal development through practice, exercises and sharing in the small groups. Online fees apply (670e). FA.

PSYT 671
Psychology of Meditation II: Applications to Counseling (2)
This course builds on the foundation provided by PSYT 621, Psychology of Meditation I. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship. Prerequisite: PSYT 621 and PSYT 720. FA.

PSYT 672e
Transpersonal Psychology II: Theorists and Applications (3)
This course serves as a continuation to Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisites: PSYT 670e or an equivalent introduction to transpersonal psychology. Online fees apply SP.

PSYT 680
Group Dynamics & Leadership (3)
This course includes basic concepts and theories about groups, including development, dynamics, mechanics, problems and styles and tasks of leadership. Class consists of lectures and experiential processes. Prerequisites: PSYT 611, 661, Counseling Relationship I, II; PSYT 610, Human Development; and PSYT 670, Transpersonal Psychology. FA.

PSYT 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. Students are provided the opportunity to explore their own process in a community setting. SU.

PSYT 700
Research, Statistics and Psychological Testing (3)
This course covers research methods, statistics and psychological testing as they apply to counseling psychology and psychotherapy. Topics include philosophical issues in research, research ethics, literature search issues, types of research methods, tests and assessments, descriptive and inferential statistics, experimental and correlational methods and the structure of research reports. Issues of diversity related to selection of research samples and the development of psychological tests are explored. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion and exercises. The course is designed to be as experiential as possible.

PSYT 702
Jungian Dreamwork (2)
This course lays the foundations and develop an understanding of Jungian dreamwork from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one's own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications, complexes as seen in dreams, compensatory and complementary meanings, mythological and archetypal motifs, prognosis from dreams and the use of dreams in the individuation process. SP.

PSYT 704
Group Dynamics & Leadership
(Art Therapy Emphasis) (3)
This course integrates the principles of group psychotherapy and group art psychotherapy with different populations. Included in the course are basic concepts and theories about group dynamics including development, mechanics, problems and styles and tasks of leadership. Class consists of lecture, writing and experiential processes. Note: $85 lab fee. Prerequisite: PSYT 654. AT only. FA/SP.

PSYT 705
Music Therapy Practicum I (2)
This class is intended to prepare students for Music Therapy Field Placement. Students provide music therapy services in a community agency with a special population. Music therapy supervision is provided by the instructor of the class. Students develop skill in writing assessments, formulating treatment goals and writing session plans and progress notes. Prerequisite: Permission of department. FA.

PSYT 706
Group Dynamics and Outdoor Leadership I (2)
This two-semester course explores the theory, practice and experience of groups with special considerations for working in wilderness settings. Topics include group maintenance, stages, characteristics, dynamics and process. 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. W/T 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, drawing primarily from Adventure Therapy, Ecotherapy and Gestalt. Focus is on adults and on issues related to addictions and trauma. Learning happens initially through demonstration and participation followed by students practicing with peers. WT only. FA.

PSY 708
Outdoor Skills I: Equine, Mountains, Climbing, Canyons and Ropes Courses (1.5)
Students hone basic outdoor skills for the backcountry and develop technical skills specific to equine, mountains, canyons, climbing and ropes courses settings. Topics include safety and risk management for each setting, equipment selection, usage, and maintenance; trip planning; group organization; and primitive skills. WT only. FA.

PSY 710
Family Systems (3)
This course is an entry-level examination of family process and family therapy. Drawing from a Systems approach, the student will learn how to shift his/her focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy are studied. Experiential exercises and role-playing complement the theoretical learning. Students explore their own family of origin as a ground for working with others. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: PSY 610. SP.

PSY 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 explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma is also investigated. Lectures, guest lectures, discussions, role-play and other experiential techniques are used. SP.

PSY 712
Advanced Group Training (1)
This course is intended to provide a mentored hands-on experience for the student already familiar with basic group theory and process and with the fundamentals of Gestalt therapy. Particular attention is paid to incorporating techniques from Gestalt therapy into group process in a way that encourages interpersonal interaction and group development. In other words, we move “beyond the hot seat” to take full advantage of group process. The class emphasizes moving among levels of intervention: intrapsychic, interpersonal and group. Group members get the chance to observe, practice and process group skills. FA.

PSY 714
Multicultural Issues in Therapy (1)
This course explores cultural differences within society as well as the dynamics of oppression and stereotyping. Students also examine their own cultural heritage and at least one other culture. Issues concerning work with clients of a different culture are discussed. FA.

PSY 715
Music Skills (2)
Musical foundation skills are explored with an emphasis on their application to the clinical setting. Students have the opportunity to work on guitar, keyboard and vocal skills required for passing the music proficiencies. Prerequisites: Ability to play all open position guitar chords, 1-4-5 triads on keyboard in the keys of C, G, D, A and E and completion of music theory quiz. FA.

PSY 717
Studio Practicum (1)
The studio environment is discussed and studied in detail. Students work in dyads and groups, exploring various art-based methods that foster self-inquiry. Integrity of materials, ways to set up a studio, ethics of a studio and forty-five hours of practicum are included. Prerequisite: Successful completion of all previous art therapy and counseling courses. AT only. FA.

PSY 719
Ecopsychology; Transpersonal Perspectives (2)
This course addresses transpersonal psychology in the field of ecopsychology. Major themes of ecopsychology include the human-nature relationship; disconnection from the natural world; practices for reestablishing and deepening our connection with the natural world; and ecotherapy. Students are exposed to diverse perspectives in the field and are asked to develop and articulate their own point of view. WT only. FA.

PSY 720
Meditation Practicum I: Cultivating Awareness (1)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSY 621. Specific topics include applications of mindful awareness to creativity, healing and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSY 621. SP.

PSY 723
Trauma, Disassociation & Gestalt: Working with Abused Children from a Gestalt Perspective (1)
A three-part model addressing the therapeutic needs of the traumatized child is presented. The original impact of trauma
and the resulting dissociation is laid out as the foundation of our work. Gestalt is used as the language that speaks to an abused child’s inner conflict. No previous Gestalt experience is required. Occasionally offered.

**PSYT 726**

**Group Dynamics and Outdoor Leadership II (3)**

This two-semester course explores the theory, practice and experience of groups with special considerations for working in wilderness settings. Topics include group maintenance, stages, characteristics, dynamics and process. 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. WT only. SP.

**PSYT 728**

**Outdoor Skills II: Integrated Basecamp, Winter / Ski, Horticulture, River, Rites of Passage (1.5)**

In the second semester of this yearlong class students continue to hone outdoor skills associated with specific settings. Topics include physical and emotional safety; risk management; technical skills applicable to the setting; equipment use and maintenance; planning and organization; travel and living within the setting. Additional focus is placed on trip planning for specific therapeutic populations. WT only. SP.

**PSYT 730**

**Incest & Sexual Abuse (1)**

This class is an introductory class on working with clients that have the experience of sexual abuse or incest in their history. We look at the definition, assessment, history, causes, effects and treatment of sexual abuse and incest. Students explore their own process, the process of the client and the process of healing in this area from both a personal and systemic perspective. SU.

**PSYT 732**

**Clinical Improvisation/Music Therapy (2)**

This course focuses on using clinical improvisation as a therapeutic tool. Philosophies and techniques of clinical improvisation are studied through a combination of lecture, workshop, peer supervision and class presentations. Students deepen their understanding of how music is used as an agent of change and a diagnostic tool in clinical work. Case studies from practicum sites are addressed with emphasis on the musical aspects of the therapist/client interaction. Students explore Norton-Robbins music therapy techniques and experience group improvisation as part of this class. Prerequisite: Must be enrolled in PSYT 735. SP.

**PSYT 734**

**Counseling with Child and Adolescent Populations (Art Therapy Emphasis) (3)**

This course examines the psychological, psychosocial, cognitive, creative and spiritual development of children from birth to nineteen as it relates to the practice of art therapy. Through readings, discussion, practice sessions with children, experiential exercises and assignments, students focus on understanding development, art assessment, approaches to treatment and the practice of art therapy with a variety of child and adolescent populations. AT only. FA.

**PSYT 735**

**Music Therapy Practicum II (2)**

A continuation of Music Therapy Practicum I, this class is intended to prepare students for Music Therapy Field Placement. Students provide music therapy services in a community agency with a special population. Music therapy supervision is provided by the instructor of the class. Students develop skill in writing assessments, formulating treatment goals and writing session plans and progress notes. Prerequisite: Permission of the department. SP.

**PSYT 736**

**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. WT only. FA.

**PSYT 738e**

**Transpersonal Service Learning I (1.5)**

In this course, students apply and deepen their learning through service. With guidance from program faculty, students arrange a service-learning project in an area of their choice. Course lectures, reading and discussion support this learning by examining the nature of transpersonal approaches to service and by providing a forum for interaction and support among students and faculty. Online fees apply. FA.

**PSYT 742**

**Nature and Art: Expressive Therapies (2)**

This course provides the opportunity to explore creative mediums that can be used in wilderness settings. Students sample basic exercises from expressive therapies in areas such as poetry, nature writing, art, storytelling and music. Over the course of the semester, students explore in depth the personal expression and therapeutic applications of one creative medium of their choice. WT only. SP.

**PSYT 745**

**Gestalt Dreamwork (1)**

Fritz Perls heralded the dream as "the most spontaneous of our creations." Each character, object and landscape is an as yet unknown aspect of ourselves. By owning the many parts of the dream through dramatic enactment one broadens, diversifies and heals the split between self and world. The process of assimilation reverses the projection of unidentified aspects of the self-revealing life, creativity and wholeness. The fantastical nature of the dream is brought to awareness through experiential exercises that are sensory, concrete and
spontaneous. The course includes Gestalt dreamwork theory, demonstration, practice facilitation and discussion of clinical and therapeutic applications. Offered occasionally.

**PSY 748e**
Transpersonal Service Learning II (1.5)
This is the second of a two-semester sequence in which students apply and deepen their study of transpersonal psychology through service. This semester, students complete the service-learning project begun in Transpersonal Service Learning I and complete a written paper integrating their learning with theory and research in their area of service and with understanding of transpersonal services. Online lectures, reading and discussion support this learning. Online fees apply. SP

**PSY 752**
Child and Adolescent Interventions:
Wilderness Therapy Settings (3)
This course exposes students to exercises and therapeutic interventions used in wilderness and outdoor settings, drawing primarily from Adventure Therapy, Ecotherapy and Gestalt. Focus is on interventions with children and adolescents. Learning happens through demonstration and participation as well as by students practicing with peers. WT only. SP

**PSY 754**
Counseling for Adult Populations (3)
(Art Therapy Emphasis)
This course addresses art-based, clinical and developmental approaches to art therapy treatment with adult clients from specific DSM-IV categories. Special attention to cognitive/contemplative models is stressed throughout the semester. Organization of treatment plans, documentation and assessment for adult populations are covered and integrated. Prerequisite: PSY 704. AT only. SP

**PSY 756**
Ecology and Natural History II (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. WT only. SP

**PSY 758**
Career Issues in Psychotherapy (1)
This course explores the issues of career, transitions, money and survival from the viewpoint of working holistically with clients in therapy. Students learn and discuss the central concepts and theories of career development and apply them to client case studies. Key career assessment instruments are highlighted, as well as sources of additional career planning resources. Topics of right livelihood, money, transitions and rites of passage are covered through an experiential focus on students' own lives. We discuss the interrelationships between work, family, spiritual orientation and other life roles including the role of diversity and gender in career development. SP

**PSY 763**
Gestalt Therapy and Breathwork (1)
Inhalation and exhalation, expansion and contraction emulate the movement of all life. In Gestalt therapy, we utilize breath in awareness and in deepening the experiment. This class explores Gestalt therapy and the use of breath in dealing with resistance, bringing about emotional presence, sustaining life's vitality, energizing and bringing about calmness. Offered occasionally.

**PSY 764**
Clinical Practicum (2)
(Art Therapy Emphasis)
This course provides 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, hospitals, schools or other settings. 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. SP

**PSY 770**
Meditation Practicum II: Developing Compassion (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, discussions and individual instruction are provided. Prerequisite: PSY 621 and PSY 720. SP

**PSY 771**
Marriage and Couples Therapy (2)
Using a combination of lectures, discussion, videos and readings, this class continues to develop a working knowledge of marriage therapy using several different models, with emphases on diversity, family systems theorists, Imago therapy, Jungian couples therapy as well as the contributions of neurobiology and gender research. Through case studies and videos, students focus on taking theoretical knowledge into clinical practice and application. Students are asked to draw from their own knowledge, experience and relationships in working with the case materials, as they prepare to work with the challenges inherent in supporting couples from various cultural and economic backgrounds with a variety of presenting problems. The class also includes lectures from specialists in the community who work with families from diverse backgrounds. These lectures give students an opportunity to expand their knowledge base in their area of expertise as well as expose them to a variety of career paths in family and couples therapy. FA.
PSYT 772
Hakomi (2)
Using the Hakomi Method as a foundation, the class studies, explores and experiences the integrated use of the transpersonal, the personal and the body in psychotherapy. Emphasis is on grounding transpersonal perspectives and experiences into everyday life. Hakomi is a method of mindful attention to the body and special states of consciousness. It is especially suited to the purpose of bringing the transpersonal realms into present-felt experience. This experiential class explores the principles of Hakomi and provides introductory practice with some of the techniques. Alternate FA.

PSYT 774
Multicultural Issues in Psychotherapy II (1)
Students will have already learned the basics about privilege, oppression and identity formation. This follow-up course focuses 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 intricacies involved in working with the many different groups that exist in this country, being mindful of the depth, breadth and complexity of first nations of people, refugees, disabled and gender variant groups to name a few. We incorporate experiential exercises as well as ritual, meditation and tonglen practice to augment our own deep inner wisdom of shared humanness. It is from this place that a natural desire for compassion springs forth, allowing for healing on many levels to occur. SP.

PSYT 780
Therapy with Children & Adolescents (2)
This course focuses on essentials of therapy with children, adolescents and the family system in which they live. Diagnostic treatment techniques that pertain directly to working with children are covered. Students look at children from a developmental perspective, tying developmental issues to emotional issues for the involved children and their "parents." Students explore and practice treatment techniques: where, how and why they can be used. The class examines issues such as learning disabilities, adoption, suicide, guardianship, ADD and ADHD, child abuse, reporting issues and related issues. Prerequisite: PSYT 600 or PSYT 610. SU.

PSYT 782
Approaches to Couples Counseling (1)
Intensive two-day workshop on Imago Relationship Therapy Theory as developed by Harville Hendrix, author of Getting the Love You Want and Keeping the Love You Find. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples, such as Behavioral Change Request and the Parent Child Dialogue. Students gain confidence in their ability to understand and deal with relationship dynamics, childhood wounds, developmental stages, projections, defenses, symbiosis, power struggles and shadow issues. Prerequisites: PSYT 611 & 661. SP.

PSYT 791
Advanced Child & Adolescent Therapy (1)
This advanced course for working with children, adolescents and their families focuses on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members are used. Students receive the opportunity to practice with other students as well as present their own "cases." The instructor uses a model that integrates Developmental process, Gestalt, Psychodrama and Family Therapy. Prerequisites: PSYT 600 and PSYT 780. FA.

PSYT 800
Field Placement I (2)
The student works a total of 700 hours in community agency settings. FA.

PSYT 802
Counseling Practicum (1)
The Counseling Practicum is designed to provide a supportive and instructional forum for students' initial experience seeing clients in a clinical setting. The Practicum provides for the development of counseling skills under supervision, utilizing both small group and one-on-one settings. Students should be prepared to discuss professional and personal issues as they relate to their development as a therapist. Topics might include specific client issues and clinical decision-making, client transference and therapist counter transference, as well as dynamics of the student-supervisory relationship, organizational issues at the site and balancing personal and professional responsibilities. FA.

PSYT 803
Counseling Practicum (1)
The Counseling Practicum is designed to provide a supportive and instructional forum for students' initial experience seeing clients in a clinical setting. The practicum provides for the development of counseling skills utilizing both a small group and one-on-one settings. Students should be prepared to discuss professional and personal issues as they relate to their development as a therapist. Topics might include specific client issues and clinical decision-making, client transference and therapist counter transference, as well as dynamics of the student-supervisory relationship, organizational issues at the site and balancing personal and professional responsibilities. WT only; FA.

PSYT 804
Field Placement I: Art Therapy (2)
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, schools and other institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision and in-service training. Prerequisite: All required Art Therapy and Transpersonal Counseling Psychology courses. FA.
PSY 805
Field Placement I: Music Therapy (2)
Students work as music therapy interns in an approved internship site. Interns are supervised by an on-site supervisor and receive support and feedback from the Naropa Music Therapy internship coordinator. The internship follows AMTA guidelines and includes direct client contact, team meetings, treatment planning and documentation, in-service training and clinical supervision. Students must be concurrently enrolled in PSY 801. Prerequisite: Permission of department. FA.

PSY 806
Field Placement I (3)
The student works a total of 700 hours in community agency settings. WT only. FA.

PSY 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 are concerned with practical, theoretical and personal issues related to the internship such as ethics, therapeutic technique and style, diversity issues, transference and countertransference. Students should be prepared to discuss personal and professional issues as they relate to specific cases or to their internship in general. Prerequisite: Must be enrolled in PSY 800, Field Placement I. FA.

PSY 814
Professional Seminar & Ethics I: Art Therapy (3)
In this class students 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 are explored. Students prepare a written case study (six to eight sessions in length) and regularly present case material and artwork to the class for discussion. Prerequisite: All Art Therapy and Transpersonal Counseling Psychology courses. AT only. FA.

PSY 815
Professional Seminar & Ethics I: Music Therapy (2.5)
This course provides a supportive and instructional forum for students enrolled in Music Therapy Field Placement I. Issues relating to professional music therapy practice are discussed. Topics covered include ethics, licensure, therapeutic style and technique and the function of the music therapist in various health care settings. Students discuss these issues as they relate to their specific field placement sites. Students also spend time developing self-awareness through engaging in musical experiences and work with expressive improvisation to explore intrapsychic and interpersonal responses to music. Prerequisite: Permission of department. FA.

PSY 816
Professional Seminar and Ethics (2.5)
The Professional Seminar is designed to provide a supportive and instructional forum for students currently enrolled in field placement. Concern is on practical, theoretical and personal issues related to the internship such as ethics, therapeutic technique and style, diversity issues, transference and countertransference. Students should be prepared to discuss personal and professional issues as they relate to specific cases or to their internship in general. Prerequisite: Must be enrolled in PSY 806, Field Placement I. WT only. FA.

PSY 824
Internship Studio Methods I (0.5)
This course complements the work covered in Professional Seminar and Ethics I by using various studio methods and virtual art techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, response, art making, self-care, ethics and professional role identity. AT only. FA.

PSY 830
Master's Paper Seminar I (0.5)
This class supports students writing the final paper required for graduation. The purpose of this paper is to demonstrate the integration of theory and practice based on a particular theme or focus arising out of the internship experience. Prerequisites: Students must be currently enrolled in PSY 800 and PSY 850. FA.

PSY 831
Master's Paper Seminar I: Wilderness Therapy (0.5)
This class supports students writing the final paper required for graduation. The purpose of this paper is to demonstrate the integration of theory and practice based on a particular theme or focus arising out of the internship experience. Prerequisite: Students must be currently enrolled in PSY 806. WT only. FA.

PSY 839E
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, a literature review of a particular topic, and critical and creative inquiry into a transpersonal approach to the topic. The paper should also include self-reflection of the student's relationship to the topic. Students work closely with the instructor, an 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 fees apply. FA.
PSY 844
Internship Studio Methods II (0.5)
This course complements 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. SP.

PSY 850
Field Placement II (3)
A continuation of PSY 800. SP.

PSY 854
Field Placement II: Art Therapy (2)
A continuation of PSY 804. SP.

PSY 855
Field Placement II: Music Therapy (2)
A continuation of PSY 805. Students must be concurrently enrolled in PSY 865. Prerequisite: Permission of department. SP.

PSY 856
Field Placement II: Wilderness Therapy (3)
A continuation of PSY 806. WT only. SP.

PSY 860
Professional Seminar & Ethics II (2.5)
A continuation of PSY 810. If this class is not successfully completed, both Professional Seminar I and II must be retaken in sequence. Prerequisite: Must be enrolled in PSY 850. Field Placement II. SP.

PSY 864
Professional Seminar & Ethics II: Art Therapy (3)
This weekly seminar, led by a registered art therapist, covers professional issues related to assessment, treatment planning, documentation, clarification, and application of theoretical orientation, transference and countertransference and various legal and ethical topics. Throughout the semester students present case material; eventually formulating a coherent case study to be presented at the departmental orals. If one fails to successfully complete this class, both Professional Seminar I and II must be retaken together. Prerequisite: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses. AT only. SP.

PSY 865
Professional Seminar & Ethics II: Music Therapy (2.5)
A continuation of PSY 815. Professional Seminar in Music Therapy. Students discuss issues related to their specific field placement sites. Funding 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 also work with expressive improvisation and ensemble playing to explore intrapsychic and interpersonal responses to music. If this class is not successfully completed, both Professional Seminar I and II must be retaken together. Prerequisite: Permission of department. SP.

PSY 866
Professional Seminar & Ethics II: Wilderness Therapy (2.5)
A continuation of PSY 816. If this class is not successfully completed, Professional Seminar I and II must be taken in sequence. Prerequisite: Must be enrolled in PSY 856. WT only. SP.

PSY 880
Master's Paper Seminar II (0.5)
A continuation of PSY 830/839e, 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 fees apply.

PSY 881
Extended Master's Paper (0.5)
Students who have not completed the paper may qualify for extension of the paper semester. For more information please see "Special Student Status" in the Academic Information section. May be repeated. FA/SP.

PSY 887
Master's Paper Seminar II: Wilderness Therapy (0.5)
A continuation of PSY 831, Master's Paper Seminar I. SP.
“Awareness practice is not just sitting meditation or meditation in action alone. It is a unique training practice in how to behave as an inspired human being. That is what is meant by being an artist.”
—Chögyam Trungpa, Rinpoche, *Dharma Art*

Naropa University’s founder, Chögyam Trungpa, Rinpoche, himself an accomplished artist, taught that art joined to meditative practice educates one’s whole being; and that when the artist’s mind and body synchronize, then art expresses a direct and unselfconscious vitality. This is the power and benefit of art to society, and why contemplation and visual art training are interwoven as the foundation of the Visual Arts program at Naropa.

Applied to both traditional and contemporary art forms, these two disciplines are reciprocal: contemplation, or awareness practice, becomes the lens that focuses and brightens visual expression; and artistic practice develops the practical means to promote awareness.

Beyond endorsing a technique or style, the Visual Arts program trains students to join inner imagination and outer observation. Students develop confidence in creative vision and the technical proficiency and critical thinking to express that vision.

The Visual Arts Department offers a Bachelor of Arts in Visual Arts, as well as a minor and certificate program in Visual Arts.
VISUAL ARTS DEPARTMENT

Chair: Sue Hammond West
Administrative Coordinator: Jeff Bolter
Advisor: Jenny Dees
Core Faculty: Sue Hammond West, Caroline Hinkley, Robert Spellman
Adjunct Faculty: Keith Abbott (core Writing and Poetics), Joan Anderson, Laurie Doctor; Chris Lavery; Ken Miller, Cynthia Moku, Robert Penn, Ernest Porps, Harrison Xinshi Tu, Marcia Usow
Visiting Artist: Nancy Anderson
Gallery Manager: Sky Brooks

UNDERGRADUATE STUDY
Bachelor of Arts in Visual Arts
The 37-credit major in Visual Arts includes studio electives in several painting mediums and calligraphic forms, sculpture, pottery and photography. Required courses in drawing, the history of visual art, meditation and studio practice, studio foundations [artLab] and portfolio preparation form the foundation of the degree. Seniors are mentored in Advanced Studio Practice and Portfolio and Gallery Presentation. The final project includes a portfolio with digital documentation and artist’s statement for an exhibition in the Naropa Gallery.

In artTALK, an artist lecture series, and artTANK, a weekly open studio, led by the department chair, participants introduce innovative art processes that further enrich the program.

In addition, students are encouraged to apply for Naropa’s study abroad program in Silkkim, India. International study experiences serve as unique and valuable complements to a student’s academic journey.

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 301 Visual Arts Prehistory through the 18th Century (3)
ART 200 The Contemplative Artist (3)
ART 351 Visual Arts 19th, 20th & 21st Century (3)
ART 325 Advanced Drawing (3)
ART 431 Advanced Studio Practice (3)
ART 480 Portfolio & Gallery Presentation (1)
SUBTOTAL 19

Choose 18 credits from the following:
ART 101 Art Lab: Studio and Inquiry (3)
ART 102 Pottery from the Earth (3)
ART 105 Art and Consciousness: Mixed Materials and Self-Exploration (3)
ART 116 Photography I (3)
ART 137, 237, Brush Stroke I, II, III, IV (3)
337, 437
ART 155, 255 Figure Drawing I & II (3)
ART 180 Sculpture (3)
ART 181, 281 Traditional Chinese Brush Stroke I, II (3)
ART 206 Tibetan Scroll Painting (SAP) (2)
ART 215 Watercolor (3)
ART 216 Photography II (3)
ART 233, 333, Thangka Painting I, II, III, IV (3)
433, 443
ART 245, 345 Painting I & II (3)
ART 260 Calligraphy and Book Arts (3)
ART 306 Photography III (3)
ART 371 The Artist's Responsibility as Self and Citizen (3)
ART 383 Thinking Photography: Mapping Memory (3)
ART 311  Mixed Media (3)
ART 499  Independent Study (1–3)
SUBTOTAL 18
TOTAL CREDITS 37

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

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

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

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

e  Online course
FA  Offered in fall
SP  Offered in spring
SU  Offered in the summer
FA/SP  Offered in both fall and spring

ART (ART)
ART 101/501
Art Lab (3)
This course is an introduction to a variety of technical, conceptual and philosophical approaches used to make art. Students explore composition, color theory and design principles using basic drawing, painting and mixed materials. Topics such as what art is, aesthetics and interpretations are investigated. Intellectual and contemplative ways of creating are regarded as guides to expand awareness. FA.

ART 102/502
Pottery from the Earth (3)
In the ancient clay traditions, all pottery comes from our mother, the earth. This class focuses on finding wild clay, using it to make vessels and other objects and firing them with wood and dung in a hearth on the ground. Forming, burnishing and decorating vessels using gourd scrapers and handmade brushes as tools are important parts of class work. Students also study the importance of the vessels used by their own and other traditions, and how these vessels influence their lives. FA.

ART 105
Art and Consciousness: Mixed Materials and Self-Exploration (3)
In this course students are challenged to listen and trust their own inner experience as the basis for the creation of authentic artwork. Through material experimentation and investigation into realms of consciousness we create art. Acrylic painting and mixed media are explored. Students discover that art relies upon its sources in the most profound levels of human consciousness for its ability to inspire and transform. FA.

ART 116
Photography I (3)
This course offers a foundation in basic photographic techniques. Students are introduced to equipment, materials, processes and philosophy. 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 black-and-white materials, roll film processing and enlarging. Students provide their own manual 35 mm camera; $40 lab fee; $150 estimated cost of materials. FA/SP.

ART 125/505
Introduction to Drawing (3)
This studio class focuses on developing skillful use of drawing techniques, paired with an investigation of mind and perception. Drawing is presented here as a method for discovering the beauty and profundity of ordinary things. A graduated series of individual and collaborative exercises is presented for both beginning and experienced drawers. FA.

ART 137/537
Brush Stroke I (3)
Through the practice of brush calligraphy students will focus learning how to cultivate Qi, or energy. Expertise is not expected; we focus on the process of meditation with a brush, keeping in mind brush master Kaz Tanahashi's notion, "Failure now may be more interesting than success later." A paper is due on the tenth week of class on Kaz Tanahashi's book, Brush Mind. Each workshop begins with a Tai Chi/Qi Gong standing meditation. Because this is a contemplative credit, attendance, active participation and regular homework are mandatory. ART 137 does not fulfill the prerequisite requirement for ART 281, Traditional Chinese Brush Stroke II. FA/SP.

ART 155/555
Figure Drawing I (3)
The structure of this course is established by centering concentration on the figurative motif. Class routine begins with gesture and warm-up drawing, followed by instruction and specific exercises, ending with extended poses or poses
relative to a particular figurative study. Figure exercises are
derived from an academic tradition to train the eye, as well as
the hand. FA.

ART 180/540
Sculpture (3)
This studio course explores the organizing principles of
three-dimensional design as well as the nature of one's
creative thoughts. Students learn to use a variety of
materials and techniques including clay, plaster, metals,
mold making and conceptual approaches. Investigations into
the history of sculptural form raise questions pertinent to
contemporary art. SP.

ART 181
Traditional Chinese Brush Stroke I (3)
Brush stroke class focuses on learning how to cultivate the
inner-Qi, or energy, through the practice of brush calligraphy.
The history of Oriental calligraphy and culture is studied. We
focus on the process of meditation with a brush. Emphasis is
placed on regular running style and grass style, Caoshu, with
some exposure to seal script and brush painting as well.
Students learn how Asian paper and brushes are used, how
to place a chop or red seal on Chinese calligraphy and
painting. We study how the Asian brush is designed and how
it differs from Western brushes. Every student has artwork
at the end of this course. Workshops begin with a light Qi
gong standing meditation every week. FA.

ART 200/500
The Contemplative Artist (3)
At the very heart of the word contemplative is the activity of
observing, seeing. Contemplative, originally a term of
divination, meant an open space marked out for observation.
Contemplation implies attentive and meditative observation.
Through mindfulness meditation, studio assignments and
selected readings, students explore a cosmology of art; how
art arises; how seeing occurs, literally and poetically; how
people navigate and appreciate the world through sense
perceptions; how perceptions are affected by culture; and
how these two streams of the personal and the public join
in an individual's aesthetic sense and artistic statement. FA.

ART 215/515
Watercolor (3)
This course, open to beginners and experienced artists, is a
series of exercises designed to lay the foundation for
understanding this famously difficult medium. The methods
presented distill the techniques practiced in the Western
tradition of the past three centuries and provide the basis
for a lifetime of anxious pleasure. This is a studio class with
demonstrations by the instructor and a lot of painting and
drawing by the students. SP.

ART 216/516
Photography II (3)
The primary goal of this course is to deepen and expand
one's knowledge of photography as a medium of artistic
expression. The student needs to have completed at least
one introductory course in photography and is ready to
undertake a more independent exploration of particular
conceptual and artistic interests. Both theoretical and
practical, this course is as much about thinking as about
making images. A great deal of time is spent examining the
formal aspects of image making (i.e. what makes a compelling
and profound picture), framing, using multiple images to tell a
story, "straight" vs. manipulated images, contrast as a way of
controlling aesthetic responses and many more aspects in
order for students to develop a photographic vocabulary. At
this level the student should have strong individual
aspirations with regard to printing his or her images.
Technical skills are expanded so that one's printing ability is
in sync with aesthetic aspirations. SP.

ART 233/533
Thangka Painting: Appreciation of
Himalayan Buddhist Art (3)
Thangka painting, a traditional visual art form unique to the
Himalayan Buddhist region, is approached in two ways: studio
training in basic drawing and 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 also
work in a practice environment modeled after the Vajrayana
nyinthang practice in two daylong sessions. FA.

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

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
experience, to enrapture us, to scandalize us, to transcend
time, place, culture? By painting, students practice and learn to
examine what it is that takes a painting beyond what Picasso
referred to as "mere painting." Students also practice keeping
a sketchbook. Open to upper-division students only. FA,
ART 260/520
Calligraphy and Book Arts (3)
In this class, an alphabet in its historical and contemporary form is studied. The study of the letter forms with the broad-edged pen, brush and other tools is complemented by design exercises to explore color, texture and rhythm. Class exercises include traditional practice of forms as well as more expressive techniques conducive to the creative process. A hand-bound book form is also introduced in this class. This class may be repeated twice for credit. FA/SP.

ART 281
Traditional Chinese Brush Stroke II (3)
Based on skills learned in Traditional Chinese Brush Stroke I, students continue their exploration of the history, origin and composition of the Chinese characters. Students delve further into the five calligraphy-writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy and oriental painting, students examine ways Chinese poetic artistry, i.e., poetry, calligraphy and painting, are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush art work and the interaction between the West and the East. Workshops begin with a light Qi gong standing meditation every week. SP.

ART 301/551
Visual Arts Prehistory through the 18th Century (3)
Themes permeating art from around the world from prehistory through the eighteenth century are explored. Emphasizing Western art, this course considers major cultural and theoretical trends in a global context. The curriculum is structured to develop writing skills in order to build a verbal, visual and critical vocabulary. FA.

ART 306
Photography III (3)
An advanced photography course. This course undertakes an independent exploration of the student's particular conceptual and artistic interests. Students concentrate on more independent projects while being exposed to further theoretical and practical aspects of studio work. Students are likewise encouraged to think beyond the single photo to more expanded notions of photography such as series-related work, alternative processes and installation work. Prerequisites: ART 116 and 216 or equivalent. FA/SP.

ART 311/511
Mixed Media (3)
Students 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 open to anyone with previous drawing experience. Beginning with an emphasis on precise observational drawing, the class proceeds through an array of exercises designed to deepen each student's native way of drawing. The working basis for this is the One Hundred Drawings project, a semester-long exploration of an individually chosen theme. SP.

ART 333/543
Thangka Painting II (3)
This class is a continuation of ART 233/333. Students learn to stretch and prime cloth for painting. Each student begins by painting the eight auspicious symbols then advances to composing a complete thangka painting. Skills focused on include dry-technique shading, color mixing and application and making gold paint. Detailed study of classic thangkas, both past and contemporary, complement the skills practiced. Prerequisite: ART 233/333; Thangka Painting, FA.

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

ART 345/565
Painting II (3)
A continuation of ART 245/45, Painting II emphasizes the artist's training. Students are encouraged to explore seeing, literally and poetically, and to record both ways of seeing. To promote dexterity and confidence, students keep a sketchbook all semester and have weekly drawing assignments. The class begins with students painting objects from the world around them and moves to self-directed painting projects. Students read a biography of a visual artist and report on the influence of that reading. This reading and study is meant to help weave together the threads of one's artistic lineage, the personal and the cultural. Prerequisite: ART 245/545; Painting I. Open to upper-division students only. SP.

ART 351/552
Visual Arts 19th, 20th, and 21st Centuries (3)
This course explores theoretical, critical and social issues in modernism beginning in the nineteenth century and ending with contemporary art. Other themes based on gender, race and politics are also a focus. This course is structured to develop writing skills in order to build a verbal, visual and critical vocabulary. SP.
ART 371/571
The Artist's Responsibility as Self and Citizen (3)
This course is a practical and theoretical foundation for art making in the public arena. Students from Naropa and PSI, a Denver high school, learn about and create art together. Students look at art that has changed society, from Duchamp to the present. Slides, videos, discussions and readings inform the art process. As we create art, a path of generosity with others is practiced. SP.

ART 383
Thinking Photography (3)
Thinking Photography is an intermediate/advanced course that is both theoretical and practical and is based on ideas about representation and ways of seeing and framing that have made historical and cultural impacts. In terms of outcomes, the primary focus of the course is the creation of a visual/textual journal, a personal biography and exploration for each student, with an emphasis on mapping memory and articulating the contexts (histories, geographies, the metaphysical and the political). Various methods of working can be used to accomplish the visual part of this journal: photography, Xerox, computer graphics and film. Discussions and slide presentations are based on the work of modern and contemporary photographers with an emphasis on historical issues, cultural context, ethical stances, and visual strategies and techniques for presentation. Prerequisite: Photography I, FA.

ART 431/531
Advanced Studio Practice (3)
Students in this course define and manifest their own artistic voice, incorporating the media and technique of their choice. Motivated students build a body of cohesive art work with emphasis on technical, formal and conceptual development. Art and thought processes are supported by research, engaged inquiry and a highly focused studio practice. Viewing art from contemporary and traditional cultures encourages students to realize a global understanding of what art is. Visual Arts majors only. Two studio courses required as prerequisites. SP.

ART 433/553
Thangka Painting III (3)
This course of study is for advanced students of thangka painting. Students continue to work on their compositions begun in Thangka Painting II. Further development of painting technique coincides with study and refinement of design both linear and tonal. The sewing of brocades for mounting finished paintings is also demonstrated. Prerequisite: ART 333/543. FA.
"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 *akadēmeia*, 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 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, and the Summer Writing Program. 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

Assistant Chair: Judith Huntera
Administrative Director: Judith Huntera
Director of MFA Creative Writing: Junior Burke
Graduate Academic Advisor: Samantha Wall
Undergraduate Academic Advisor: Nathan Hartman
Core Faculty: Keith Abbott, Reed Bye, Indira Ganesan, Bobbie Louise Hawkins, Anselm Hollo, Bhanu Kapil, Andrew Schelling, Steven Taylor, Anne Waldman (Distinguished Professor of Poetics)
Adjunct Faculty: Junior Burke, Lee Christopher, Jack Collom, Lisa Jamot, Akilah Oliver, Brad O'Sullivan, Maureen Owen, Donald Preziosi, Julia Seko, Andrew Wille

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 Bombay Gin, the department's literary journal, which is edited each year by a board of undergraduates and graduate students. Through Project Outreach, students develop workshop-Teaching skills in local schools and institutions.

Requirements:

BA WRITING AND LITERATURE

Writing Workshops: 15 credits (All courses are 3 credits.)
Writing workshops train in various modes of verse and prose composition and include writing poetry, writing fiction, translation, and expository essay. Workshops require the regular submission of original work for critique, oral presentation, and editing.

- WRIT 207 Introduction to Creative Writing (SP)
- WRIT 300 Poetry Workshop: Finding Your Voice (FA)
- WRIT 301 Prose Workshop: Intro to Fiction Writing (FA)
- WRIT 310 Reading & Writing: The Magic of Realism (FA)
- WRIT 311 Reading & Writing: Poetic Operation (FA)
- WRIT 320 Writing Poetry: The Sky Is Not a Mirror (FA)
- WRIT 321 Writing Fiction: Experiments with Narration (FA)
- WRIT 400 Poetry Workshop: Extending Your Voice (SP)
- WRIT 407 Reading & Writing (SP)
- WRIT 408 Writing Poetry: Beatnik 101 (SP)
- WRIT 410 Writing the Poems (SP)
- WRIT 411 Writing Fiction (SP)
- WRIT 429 Contemplative Poetics (SP)
- WRIT 442 Practice of Translation (FA)

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 application materials;
- meet with the Writing and Literature advisor to clarify personal objectives and goals for a major;
- submit a supplemental essay (one to three typed, double-spaced pages);
- submit original poetry or prose fiction (ten to fifteen pages);
- submit a letter of intent (one to two pages);
- submit a recommendation from a lower-division instructor. The form is available in the Writing & Poetics Office and with the advisor for Writing and Literature.

submit an essay from a lower-division course;
submit application materials to the Writing and Literature advisor by October 15 for spring enrollment and March 15 for fall enrollment.
Literature Courses: 18 credits (All courses are 3 credits.)
Literature courses examine selected writers' works, topics or periods in literary history and require critical papers in standard academic format.

WRI 310 Reading & Writing: The Magic of Realism (FA)
WRI 311 Reading & Writing: Poetic Operation (FA)
WRI 345 Literature Seminar: Concerning the Spiritual in Art (FA)
WRI 346 Literature Seminar: Ancient World Literature (FA)
WRI 347 Literature Seminar: Kerouac's Road (FA)
WRI 377 Trends in Contemporary Literature: Intro to Critical Theory (FA)
WRI 380 Eco-Lit (SP)
WRI 407 Reading & Writing (SP)
WRI 408 Reading & Writing: Beatnik 101 (SP)
WRI 423 Literature Seminar: Telling Lives (SP)
WRI 429 Contemplative Poetics (SP)
WRI 431 The Art of the Essay (SP)
WRI 436 Trends in Contemporary Literature: Intro to Feminist Theory (SP)
WRI 442 Practice of Translation (FA)

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 that includes a critical essay on a literary topic. For further description, see the manuscript guidelines available at the Writing and Poetics Office.

WRI 475 Final Manuscript and Critical Thesis (FA/SP)
*Note: no extensions are available in the BA Final Manuscript course.

TOTAL CREDITS 36

Elective Courses offered by the Department of Writing and Poetics

WRI 322W Poetry Practicum 1 (1) (FA)
WRI 326W Poetry Practicum: Haiku, Linked Verse, and the Bioregion 1 (SP)
WRI 327W Prose Practicum 1 (SP)
WRI 330W Writer's Practicum 1 (SP)
WRI 367W Writer's Practicum 2 (FA)
WRI 382 Letterpress Printing: The Well Dressed Word 3 (FA)
WRI 383 Letterpress Printing: First Impressions 3 (SP)
WRI 481 Project Outreach 2-3 (FA/SP)

The Writing and Poetics Department offers the following Contemplative Practice course
WRI 429 Contemplative Poetics (SP)

Independent Study (WRI 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 four-week 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. No final manuscript is required for the minor:
1. One writing workshop; two literature courses
2. Two writing workshops; one literature course
3. Summer Writing Program (four weeks for 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

* WRI 207, Introduction to Creative Writing, fulfills 3 credit hours of writing for the minor.

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
1. Standard graduate admission requirements (see p. 20).
2. Fifteen pages of original poetry or thirty pages of original prose fiction, typewritten.
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.

Concentrations
On applying to the Master of Fine Arts program, students select and follow a prose, poetry or translation concentration, but may take workshops in any concentration. This selection is required because it helps the student focus on one of these three general categories of composition, verse, prose or translation in the time that they are in the program. First semester writing courses must reflect the concentration, i.e. poetry concentration, poetry workshop.

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

Prose
MFA prose workshops examine techniques of postmodern fiction and creative prose. Basic strategies for monologue, dialogue, point of view, characterization, scene construction and linguistic tone are explored and assigned for practice. In prose workshops, long and short fiction, memoirs, autobiographical prose, drama, screenplays and videos are used to illustrate narrative technique. Workshops encourage student peer critique and develop 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, explication, imitation and mistranslation. Generally in each course a student will focus on a sustained work of translation from a particular author, language or historical period. Readings for the courses will include significant historical essays as well as work by recent and contemporary writers who study and practice translation. In every instance the concern will be the production of literary translations of poetry, fiction or essays.

REQUIREMENTS: MFA WRITING AND POETICS
Required Courses
The Master of Fine Arts in Writing and Poetics requires a total of 49 credit hours distributed among the following courses:
WRI 651–654 Summer Writing Program I (8)
WRI 751–754 Summer Writing Program II (8)

SUBTOTAL 16

Writing Workshops: 9 credits (All classes are 3 credits.)
Semester-long courses in creative writing workshops require regular submission of original work for critique, oral presentation and editing. Creative reading and writing courses have distinct literature and creative writing components.
WRI 614 Creative Reading & Writing: Memoir / Anti-Memoir (FA)
WRI 615 Creative Reading & Writing: Evolution and Mutation (FA)
WRI 630 Practice of Translation (FA)
WRI 657 Creative Reading & Writing: Eros & Loss in Poetic Construction (FA)
WRI 660A Practice of Poetry: Nature Poetry for the 21st Century (FA)
WRI 660B Practice of Poetry: The Prose Poem (FA)
WRI 661B Practice of Fiction: Building Blocks (FA)
WRI 731 Creative Reading & Writing: Sequences (FA)
WRI 739 Contemplative Poetics (SP)
WRI 760A Practice of Poetry: Composition & Critique (SP)
WRI 760B Practice of Poetry: Saying Things in Time (SP)
WRI 761A Practice of Fiction: Short Prose (SP)
WRI 761B Practice of Fiction: Happy Days (SP)
WRI 763 Creative Reading & Writing: Notes on Architecture (SP)

SUBTOTAL 9

Literature Courses: 9 credits (All classes are 3 credits.)
These courses examine a single writer's work, specific topics in literary history, or encompass a survey of historical or theoretical orientations and require critical papers in standard academic format.
WRI 614 Creative Reading & Writing: Memoir / Anti-Memoir (FA)
WRI 615 Creative Reading & Writing: Evolution and Mutation (FA)
WRI 630 Practice of Translation (FA)
WRI 645 Literature Seminar: Concerning the Spiritual in Art (FA)
WRI 646 Literature Seminar: Ancient World Literature (FA)
WRI 647 Literature Seminar: Kerouac's Road (FA)
WRI 657 Creative Reading & Writing: Eros & Loss in Poetic Construction (FA)
WRI 677 Trends in Contemporary Literature: Intro to Critical Theory (FA)
WRI 722 Eco-Lit (SP)
WRI 728 Literature Seminar: Telling Lives (SP)
WRI 739 Contemplative Poetics (SP)
WRI 725 The Art of the Essay (SP)
WRI 731 Creative Reading & Writing: Sequences (FA)
WRI 736 Trends in Contemporary Literature: Intro to Feminist Theory (SP)
WRI 718 Literature Seminar: The Contos (SP)
WRI 763 Creative Reading & Writing: Notes on Architecture (SP)

SUBTOTAL 9

Electives: 6 credits
Students have ample choice to fulfill the 6-credit elective requirement and may choose courses from a wide range of offerings. The Writing and Poetics Department offers the following electives:
WRI 602 Letterpress Printing: The Well Dressed Word (3) (FA)
WRI 606W Poetry Practicum (1) (FA)
WRI 608W Writer's Practicum (2) (FA)
WRI 622 Letterpress Printing: First Impressions (3) (SP)

Writing & Poetics Department 201
WRI 702W  Poetry Practicum: Haiku, Linked Verse and the Bioregion (1) (SP)
WRI 704W  Prose Practicum (1) (SP)
WRI 708W  Writer’s Practicum (1) (SP)
WRI 781  Project Outreach (2–3) (FA/SP)
WRI 792e  Book Matters: An Introduction to Publishing (3) (SP)

SUBTOTAL  6

Contemplative Requirement: 3 credits
There are a variety of courses available that satisfy this requirement, including t’ai-chi ch’uan, sitting meditation, aikido, ikebana, sumi brushstroke, thangka painting and yoga, among others. Each of these disciplines provides training in an art form that cultivates mindful awareness.

The Writing and Poetics Department offers the following Contemplative course:
WRI 739  Contemplative Poetics (SP)

SUBTOTAL  3

Independent study (WRI 699) can fulfill degree requirements in literature or elective courses. If literature, it must be taught by Writing and Poetics core or adjunct faculty. Independent Study proposals must be submitted for approval the semester before.

Final Manuscript: 6 credits
In their last semester, MFA students submit a final manuscript consisting of a creative manuscript fulfilling the minimum page requirements for the concentration in which the student is registered and a critical thesis. Additional information about the final manuscript and extended manuscript is available in the Writing and Poetics Office.

WRI 880  Final Manuscript (6)
WRI 881  Extended Manuscript (0.5)

SUBTOTAL  6

TOTAL CREDITS 49

Unique Features of the Writing and Poetics Department include small (twelve students) writing workshops, and faculty members are all active, published writers. Project Outreach places students in local schools and other institutions as writing instructors. The Harry Smith Print Shop allows students to put design to language using letterpress-printing techniques. Bombay Gin is the department’s literary journal, which is published once a year and edited and produced by a student board.

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.

curriculum balances online writing workshops and literature seminars. Technical support is provided throughout. Students are part of a community from all over 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.

ADMISSION REQUIREMENTS:
MFA CREATIVE WRITING
1. Standard graduate admission requirements (see p. 20).
2. A writing sample consisting of either thirty pages of prose fiction or fifteen 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.

WRI 651–654 Summer Writing Program I (8)
WRI 751–754 Summer Writing Program II (8)

SUBTOTAL  16

Writing Workshops: 9 credits
(All classes are 3 credits.)
Writing workshops require regular submissions of original work for critique and editing. Courses will include reading and online discussion of modes of composition. Workshop participation encourages student peer critique and develops editing skills and an informed vocabulary.

WRI 637e  Practice of Fiction: Characterization/Monologue (FA)
WRI 641e  Practice of Fiction: Sculpting Prose (FA)
WRI 639e  Practice of Poetry: Great Companions (SP)
WRI 667e  Creative Reading and Writing: Inspired by Inspiration (FA)
WRI 668e  Practice of Fiction: Towards Accumulating a Larger Text (FA)
WRI 790e  Creative Reading and Writing: Investigative Poetics (SP)

SUBTOTAL  9

Literature Courses: 9 credits
(All classes are 3 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
Reading and Writing, and Trends in Contemporary Literature.
All literature courses require critical papers in standard academic format.

WRI 600e  Literature Seminar: The Beats and Other Rebel Angels (SP)
WRI 634e  Literature Seminar: One’s Own Language (FA)
WRI 667e  Creative Reading and Writing: Inspired by Inspiration (FA)
WRI 689e  Literature Seminar: Bright Books (SP)
WRI 790e  Creative Reading and Writing: Investigative Poetics (SP)

SUBTOTAL  9

Final Manuscript: 6 credits
In their last semester, MFA students submit a final manuscript consisting of a creative manuscript and a critical thesis.
WRI 880  Final Manuscript (FA/SP)

SUBTOTAL  6

Elective Requirement: 6 credits
Elective courses offered by the department are taught by core or guest faculty. Students can also choose from the array of more than forty online courses offered by other departments at Naropa University. Creative Writing offers:
WRI 792e  Book Matters: An Introduction to Publishing (3) (SP)

For those students who can attend class at Naropa, we also offer the following weekend electives, each for 1 credit.
These classes can include in-resident undergraduate and graduate students and low-resident graduate students.
WRI 606W  Poetry Practicum (FA)
WRI 702W  Poetry Practicum: Haiku, Linked Verse, & the Bioregion (SP)
WRI 704W  Prose Practicum (SP)
WRI 708W  Writer’s Practicum (SP)

Contemplative Requirement: 3 credits
WRI 680e  Mind Moving (3) (FA)

SUBTOTAL  3

TOTAL CREDITS 49

WRITING AND POETICS DEPARTMENT COURSES

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

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

e  Online course
FA  Offered in fall
SP  Offered in spring
SU  Offered in the summer
FA/SP  Offered in both fall and spring

WRITING AND POETICS (WRI)

WRI 207
Intro to Creative Writing (3)
To expand the practice of imaginative writing, we play with different poetic and narrative forms and invent our own while engaging texts that challenge and catapult our investigations. In an atmosphere of curiosity and support, students create a body of work that is developed and refined throughout the semester. Open to W&L students only. Others by permission of the department. SP.

WRI 300
Poetry Workshop: Finding Your Fire (3)
An eclectic selection of the poems and texts of twelve very distinct poets is introduced, read, discussed and drawn on for inspiration. The study of each poet includes biographical information, class members reading aloud from the texts and an in-depth discussion of individual poems with emphasis on the inspiration factor: Where does this inner fire come from? Each session includes an automatic writing exercise, a “wall of words” that provides material to draw on for a rough draft that through class discussion and critique inspires the development of each student’s poems. A final portfolio of completed poems is required. Open to W&L students only. Others by permission of the department. FA.

WRI 301
Prose Workshop: Introduction to Fiction Writing (3)
This workshop introduces students to the basic tools of writing fiction. Students read a sampling of both classic and modern short fiction to familiarize themselves with style and technique. In-class assignments focus on point of view, description, dialogue, voice, etc. Weekly assignments provide an opportunity to refine those skills in the context of longer pieces. By exposure to good literature, students develop a heightened awareness of technique which allows them to improve their own individual styles. Open to W&L students only. Others by permission of the department. FA.

WRI 310
Reading & Writing: The Magic of Realism (3)
How does narrative fiction push the boundaries of realism to engage the writer’s imagination? How does a realistic voice turn inventive and nearly magical? In this class we explore the magic of realism, as seen in writers like Cortazar, Calvino and Marquez (who claimed he only wrote "true socialist realism"), as well as in myth and fairy tales, and learn, in describing the ordinary, how to craft the fantastic in our

Writing & Poetics Department 203
own work. In short, we learn the importance of numbering precisely the amount of butterflies in any story. Open to W&L students only. Others by permission of the department. FA.

WRI 311
Reading & Writing: Poetic Operation (3)
Let's make our flour meal and meat in Georgia.
Is that prose or poetry and why.—Gertrude Stein
Experimental poets such as Stein question the authority of poetic practice through new uses of language, form, syntax, and meaning. This course isolates the operations in play to produce texts, including readings from Raymond Queneau to Harryette Mullen. Students immerse themselves in the laboratory of literary structures—how writers challenge convention and experiment with process. In addition, they examine the writer's historical context and how it informs the “poetic operation.” The culmination is several short papers about the readings as well as a final manuscript of poetry. FA.

WRI 320
Writing Poetry: The Sky Is Not a Mirror (3)
Reading assignments sample the ancestral and expanding constellation of postmodern poetics. Students research practitioners of their choosing for in-class discussion, and are encouraged to access the Naropa Audio Archive in doing so. Weekly writing assignments take up the bulk of the discussion. The poem, like the sky, is not a mirror; it’s bigger than that. Open to W&L students only. Others by permission of the department. FA.

WRI 321
Writing Fiction: Experiments with Narration (3)
In this workshop we practice and investigate alternative narrative strategies. How, for example, can we generate multiple demands and responses of our readers? How can we compose narratives that, like airports, replicate the gestures of arrival and departure? Writing experiments 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. FA.

WRI 322W/606W
Poetry Practicum (1)
FA.

WRI 326W/702W
Poetry Practicum: Haiku, Linked Verse, and the Bioregion (1)
Haiku is a Pacific Rim poetry form. 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 bioregions. It can be cool, glacially slow, or up close & passionate. This two-day workshop with field trips investigates specifics of our Southern Rocky Mountain bioregion for use in short-form verse. “In place of haiku” is how Lorine Niedecker put it. We try five-line versions.

mesostics, lunes and collaborative linked-verse projects as well as considering poetry’s links to other formal arts. Open to W&L and W&P students only. Others by permission of the department. SP.

WRI 327W/704W
Prose Practicum (1)
SP.

WRI 330W/708W
Writer’s Practicum (1)
SP.

WRI 345/645
Literature Seminar: Concerning the Spiritual in Art (3)
An investigation through literature into similarities and differences between artistic and religious practices. Is art or artifice the spiritual practice of the self? Or is art the practice of spirituality after the acknowledgement of (or the indifference to) the non-existence (or death) of (the) god(s)? Is religion simply bad art? Or art just faked religion? Are distinctions between art and religion spurious, essential or only significant in certain cultures at certain times and places? Are artistic and religious practices complementary, antithetical or in concord? This seminar explores these problems through critical readings of key texts by contemporary poets and philosophers. Open to W&L and W&P students only. Others by permission of the department. FA.

WRI 346/646
Literature Seminar: Ancient World Literature (3)
In this course we read ancient literary works from around the world, many of which were held in memory and transmitted orally for generations before being written down. We look for threads of similarity and gaps of difference, gaining some cultural and cross-cultural understanding through a worldwide literary history. Readings include the Odyssey, Gilgamesh, the Bible, plays of Sophocles and Aeschylus, the Popul Vuh, the Mahabharata and the Tao Te Ching. Open to W&L and W&P students only. Others by permission of the department. FA.

WRI 347/647
Literature Seminar: Kerouac’s Road (3)
We examine the selected, primary texts of Kerouac’s canon (what he called The Vanity of Dulouz), as well as primary critical and personal biographies and oral history. His letters and journals are also included. Through these varied filters we come to a better understanding of his compositional techniques, spiritual and emotional make-up and ultimately Kerouac’s place in the context of his time and in the gallery of American letters. We probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multi-dimensional life and work. Open to W&L and W&P students only. Others by permission of the department. FA.
WRI 367W/608W
Writer’s Practicum: Designing a Writing Workshop (2)
This professional training practicum instructs writing students in the skills necessary for conceiving, organizing and teaching writing workshops on two levels: public schools and colleges. The course covers the goals and methods of creating a syllabus and course description, recognition and evaluation of student writing abilities and relating the writing workshop to existing curriculum. Techniques for working within school systems are stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Open to W&L and W&P students only. Others by permission of the department. SP.

WRI 377/677
Trends in Contemporary Literature: Introduction to Critical Theory (3)
The class aims at developing an understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. The class is recommended for students who intend to take Feminist Theory in the spring semester. Open to W&L and W&P students only. Others by permission of the department. FA.

WRI 380/722
Eco-Lit (3)
Ec means house; our larger house has come to be the whole sphere. Students study and write poetry and prose that directs attention to surroundings, especially those called nature. Authors investigated include such precursors as Rousseau, Wordsworth, Coleridge, Muir and Audubon, but we will focus on contemporaries: Rachel Carson, Ed Abbey, McClure, Snyder, Sanders, Edward Hoagland, Wendell Berry, Annie Dillard, the Vonnegut of Galapagos and others. Open to W&L and W&P students only. Others by permission of the department. SP.

WRI 382/602
Letterpress Printing: The Well Dressed Word (3)
This course introduces students to letterpress printing using the facilities in the Harry Smith Print Shop. Students are instructed in basic techniques as well as in the proper use of materials. Students also learn about basic design principles and the history and aesthetics of fine printing. Course requirements include working on a letterpress-printed project, weekly readings and some written assignments, and participation in group critiques and tasks. Open to W&L and W&P students only. Others by permission of the department. FA.

WRI 383/622
Letterpress Printing: First Impressions (3)
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class explores letterpress printing from the writer's point-of-view, bringing literary considerations to those of typography, bookmaking, visual design and layout. As writers/printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards and a limited-edition chapbook. Open to W&L and W&P students only. Others by permission of the department. SP.

WRI 400
Poetry Workshop: Extending Your Voice (3)
This workshop focuses on creating a poem of extended length. Drawing inspiration from poets working in the long or series poem form, the class explores and discusses various texts. Sections of the selected works are read aloud in class to facilitate experimental writing exercises. These exercises provide material to draw from for the weekly assignments. Informed by the works studied, students research a topic and incorporate the in-class writing and the weekly assignments and discussions to create their own version of an extended poem. A final portfolio of the completed manuscript is required. Writers include Rilke, Sor Juana, Huldobro, Neruda, Spicer, Mayer, Williams, Carlos Williams, Negroni. Open to W&L students only. Others by permission of the department. SP.

WRI 407
Reading & Writing (3)
SP.

WRI 408
Reading & Writing: Beatnik 101 (3)
An interdisciplinary introduction to Naronia lineages and American culture. Novelist/memoirs W.S. Burroughs, Joyce Johnson, Jack Kerouac, poets Diane DiPrima, Ginsberg, Corso, artists Joan Brown and Bruce Conner art & films are the artistic focus. Steven Taylor’s punk music memoir False Prophets updates artistic strategies for survival by both men and women in America’s sociopolitical climate re 1950s through the 1990s. Social class and genre are covered. Students keep a folder of poetry/prose assignments and write a research essay. Techniques for character & narrative development in fiction, poetry and non-fiction are stressed. Open to W&L students only. Others by permission of the department. SP.

WRI 410
Writing Poetry: Writing the Poems (3)
An exploration of poetic forms based on students’ writing and materials provided by the instructor. These materials include poetry and considerations of poetry. The course looks at and discusses the work of both modern and postmodern authors along with participants’ writing. Required course text: The New American Poetry 1945–1960, edited by Donald Allen. Open to W&L students only. Others by permission of the department. SP.
WRI 411
Writing Fiction (3)
SP.

WRI 423/728
Literature Seminar: Telling Lives (3)
We examine a selected set of authors, each of whom left a singular imprint, not only on their respective times, but on prosperity. Sources, conditions and reasons for why their works endured are closely regarded. Under consideration are Walt Whitman, Emily Dickinson, Langston Hughes and Edna St. Vincent Millay, as well as Maxwell Perkins, editor for such enduring American voices as Thomas Wolfe, F. Scott Fitzgerald, Ernest Hemingway and Carson McCullers. Non-American authors being considered are W.B. Yeats and Honore Balzac. In addition, each student selects one other literary biography for independent presentation. Open to W&L and W&P students only. Others by permission of the department. SP.

WRI 429/739
Contemplative Poetics (3)
This course explores writing as a contemplative practice joining mindful attention with imaginative letting-go. How does the practice of sitting meditation help clarify perception and expression? We explore the meeting of Buddhist and Asian meditative and aesthetic traditions with examples of the poetics of the U.S. and European literary tradition, and the particular way in which their meeting took place at Naropa University. Readings emphasize modern and contemporary U.S. poetics and the teachings of Chögyam Trungpa, Rinpoché, and others on dharma art and contemplative poetics. Open to W&L and W&P students only. Others by permission of the department. SP.

WRI 431/725
The Art of the Essay (3)
Essay: to test, to try. Since Michel de Montaigne first introduced the form into literature, the essay has served as a vehicle for striking out into unknown territory. In this course we explore the essay as a literary and exploratory form that can serve not only as a vehicle of communication, but as a voyage from which the author learns. A good third of the semester is devoted to the personal essay, taking masters such as James Baldwin, Seneca, Montaigne, Virginia Woolf, Joan Didion, Walter Benjamin, Sara Sulzer and Natalia Ginsburg as models. Open to W&L and W&P students only. Others by permission of the department. SP.

WRI 436/736
Trends in Contemporary Literature: Intro to Feminist Criticism (3)
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts and popular culture? The course examines these and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva and Butler. Open to W&L and W&P students only. Others by permission of the department. SP.

WRI 442/630
Practice of Translation (3)
A workshop on "nuts & bolts" of the craft, with a look at theoretical writings old & new. Each participant will select a semester-length project, taking on a particular writer, language, culture or time period, and may do poetry, prose or drama. The project will lead to a final collection at the end of fifteen weeks, 10–20 pages with introduction & textual notes. Readings will go towards clarifying how one transmutes works in other languages into American English equivalents. No need to know (as Ezra Pound observed) a 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 & Thesis (3)
As the culminating graduation requirement of the Writing and Poetics Department, each candidate must complete a body of creative work (25–30 pages) and a critical thesis, a work of original scholarly research (15–20 pages). This course serves as a workshop for these final projects, with special attention to the critical thesis, offering work-shopping and structure for its planning, drafting and revisions. Open to W&L students in their final semester only. FA/SP.

WRI 481/781
Project Outreach (2–3)
Project Outreach places students in local schools and other institutions to encourage creative compositions through writing exercises that inspire and instruct participants in making works out of words. Students go out into the world as literary activists, sharpening and extending their own teaching skills. Open to W&L and W&P students only. Others by permission of the department. FA/SP.

WRI 600e
Literature Seminar: The Beats and other Rebel Angels (3)
This course covers the history of the Beat Generation with special emphasis on the writings the writers this phenomenal era produced. Students use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassidy, Peter Orlovsky, Diane Di Prima, John Wieners, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Lew Welch, Lenore Kandel, Philip Whalen, Bob Kaufman, Michael McClure, Gary Snyder and others. Students come to understand the provocative nature and durability of Beat Literature through writing essays, poems, short fiction, completing reading assignments, participating in threaded discussions, writing in-class assignments and critiquing other students' work. Students complete this course with a better understanding of Beat Literature and why we are so indebted to these writers. SP.
WRI 614
Creative Reading & Writing: Memoir/Anti-Memoir (3)
In this course we read contemporary memoir; memoir as method of traveling between representations of the self, autobiography that veers from confessionalism, documents that take as their subject the complications of the body (an I) negotiating with a history, or family (you are). In our own writing, we will try to write an I that is both a conversation with assigned texts and a method to dissolve the assumptions about the making of a self on paper. Open to W&P students only. Others by permission of the department. FA.

WRI 615
Creative Reading & Writing: Evolution and Mutation (3)
Terms inspiring this class: Extension, reach and the materiality of mutation; not as the way a text proliferates or continues, but rather, as the place where the subject can no longer contain itself. This class investigates the forces upon structure and subject, through the lens of evolutionary biology. Readings include critical and experimental prose writing by Renee Gladman, Laura Mullen’s book of poems, Subject, and transforming intensities in the films of Pedro Almodovar; with the primary source text being Nick of Time: Politics, Evolution, and The Unlikely by Elizabeth Grosz. “Writing, we could try to forget our lives/remember who we really are.” Open to W&P students only. FA.

WRI 634e
Literature Seminar: One’s Own Language (3)
We work with the basic elements of language: sound, vowels and consonants, letters, syllables, words and etymologies, symbols, translation, rhyme and meter. We explore issues such as how to locate the self in the poetry of one’s adult life. Through a structured journey, we navigate from A through Z of One’s Own Language. Elements such as dialogue, harmony and myth are included. Also rhetoric, speech and voice. We call upon the collective wisdom of the canon of world poetry. Open to W&P students only. FA.

WRI 637e
Practice of Fiction: Characterization/Monologue (3)
The speaking voice and the telling moment are the basis for the writing students do in this online class. We work on creating and presenting characters, using the monologue format. Improvisation and exercises are directed toward arriving at text. We read or watch performances on videotape by writers/performers who excel at creating characters on paper. The focus throughout is to move from the voice onto the page. Ultimately, the principle focus is the creation of characters who prove their reality by telling their own story or revealing their true essence through speech. Open to W&P students only. SP.

WRI 639e
Practice of Poetry: Great Companions (3)
The focus of this workshop is poetic lineage, imitation and influence. We look at specific examples (Allen Ginsberg and William Blake, Frank O’Hara and Vladimir Mayakovsky, Bernadette Mayer and Catullus, etc.), as a starting point for discussions. The goal for the semester is to focus on students’ poetry as much as possible. We also introduce the ideas of lineage and influence in poetry, and to trace lineages in one’s own work and give students an opportunity to present their own work to the class for discussion. Another objective is to make use of electronic sources as a way of keeping up with current trends in poetry. Open to W&P students only. SP.

WRI 641e
Practice of Fiction: Sculpting Prose (3)
This course explores the demands of narrative writing. We examine the overall structure of the work we create, focusing on beginnings, endings and effective development. Sculpting Prose functions as an online workshop. Work is generated, assessed and revised with the goal of realizing material that has been honed to its most effective degree. The paramount focus is on the writing itself. Open to W&P students only. FA.

WRI 657
Creative Reading & Writing: Eros & Loss in Poetic Construction (3)
Students fashion a poetic language to investigate the nature of Eros and loss. Working from these two dual fields of sites, students construct a serial poem of approximately 25–30 pages, or a series of related poems, which engage both Eros and loss. Students are asked to write to, from and around critical questions to frame a poetic inquiry that steps beyond a sentimental or self-indulgent notion of Eros and loss. Required course readings include contemporary poets who investigate the notions of Eros and loss from differing subject positions. Roland Barthes’ A Lover’s Discourse serves as the primary critical reading source. Open to W&P students only. Others by permission of the department. FA.

WRI 660A
Practice of Poetry: Nature Poetry for the Twenty-first Century (3)
Natural history, Endangered Species Act, eco-poetics, bioregionalism. ‘The death of nature,’ ‘the end of wilderness.’ These should produce poetry in step with the premises of projective verse, field poetics, chance operation, dreamwork, chaos theory—the postmodern discoveries—right? Then why does modern nature poetry look so straight, dusty and antiquarian? We meet in a workshop situation and see how poetry might respond to current thought about metabolism, food chains and the intertwined structures of human and animal psyches. More than 30,000 years ago, the artists of Chauvet cave made a cultural breakthrough by responding to the megafauna of Eurasia. What now? Open to W&P students only. FA.

WRI 660B
Practice of Poetry: The Prose Poem (3)
In this workshop we read and write prose poems. The prose poem is defined by its length of a quarter to two...
pages; its absence of line breaks and the poetic qualities of its prose, including the use of scenic imagery, narrative disruption and compressed, irregularly rhythmic syntax. The narrative of a prose poem is often compared to that in dreams, involving sudden shifts of development and evocative tonal and atmospheric shading. Authors include Charles Baudelaire, Arthur Rimbaud, Max Jacob, Gertrude Stein, Bernadette Mayer, Rosemarie Waldrop, Lisa Jarnot, Michael Friedman and others. Open to W&P students only. FA.

**WRI 661B**
Practice of Fiction: Building Blocks (3)
We review fiction and nonfiction prose basic using a multi-genre approach, including short stories, dramatic dialogue and filmscripts. We explore narrative strategies for multi-tracked POVs. Authors include Alice Munro, Sam Shepard, Dagoberto Gilb and Jamaica Kincaid. Dialogue segment considers issues of gender, ethnicity and social class.
Professional segment discusses publication agents, editorial practices. Half the workshops given to critique of student writing; the other half to brief assignments and to getting past second drafts of the manuscripts. Open to W&P students only. FA.

**WRI 667e**
Creative Reading and Writing: Inspired by Inspiration (3)
The focus of this class is to write using the study of the work of five international and five American women poets. The poets included come from extremely divergent situations and geographies and work in styles substantially different from one another. We look at each poet's bio and discuss how it is reflected in their poems as a starting point to understanding the poet's work. Students study the poems and consider how they can expand their own work by using the genre and direction of the poet upon whom we are focused. FA. Open to CW students only.

**WRI 668e**
Practice of Fiction: Towards Accumulating a Larger Text (3)
This critical class focuses on accruing through episodes and exercises, the first draft of a larger text, a novel or novella. The work begins in this class and moves through outlines and specifics toward the first draft of a book length manuscript. Note: we are not working with novels students may already have in progress. It is essential that everyone in the class be working simultaneously with the same specific underlying principles. Required books are on the syllabus and announced at the first class. FA. Open to CW students only.

**WRI 680e**
Mind Moving (3)
Mind Moving investigates Philip Zenshin Whalen and Gary Snyder’s early processes of artistic synthesis and fusion along with their Buddhist appropriations and assimilations. Whalen and Snyder’s books and the Naropa Archive Project holdings are the primary sources. These two Zen Buddhists’ books, mentoring and teaching helped promote nationally Engaged Buddhism and environmental activism for three decades. Their influence informed Naropa’s artistic, contemplative and spiritual practices. Mind Moving also offers instruction in contemplative meditation and covers relevant American Buddhist history and Kerouac, Ginsberg and others’ influence on Whalen and Snyder’s practices. FA.

**WRI 689e**
Literature Seminar: Bright Books (3)
For D.H. Lawrence, "the novel is the one bright book of life." What can we achieve within the architecture of the novel? How does the novel explore narratives of self and society and treat themes such as history, nation, the end of empire, the city and class and gender? What techniques, innovations and reinventions can we consider in our own writing? We shall investigate the possibilities through close readings of contemporary British writers, who may include Seanus Heaney, Evelyn Waugh, Angela Carter, Salman Rushdie, Jeanette Winterson, Jackie Kay, Helen Fielding, Ian McEwan, Sarah Waters, David Mitchell and Andrea Levy. SR. Open to CW students only.

**WRI 718**
Literature Seminar: The Cantos of Ezra Pound (3)
"It is dawn in Jerusalem and midnight at the Pillars of Hercules. All times are contemporaneous in the mind!" The first and most influential of twentieth-century American "long poems" or epics. In order to read it we need to study Homer; Sappho, Ovid, Dante, picking up the Provençal Troubadours, classical Chinese and Japanese poets, Confucius and then tour the twentieth century's troubled, war-torn history. We read all of the Cantos; study Imagism, Vorticism, Futurism, & the idiomimic method; also Pound’s contemporaries H.D., Williams, Eliot, Marinetti, Lowell. Economics & politics dominate the surface, not the behind-the-scenes of this poem. Open to W&P students only. SR.

**WRI 731**
Creative Reading & Writing: Sequences (3)
This workshop covers how longer works and collections are conceived, ordered, structured and edited. Modernist and postmodernist narrative principles are studied as they interact with organizational editorial practices. Books by Basho, Brautigan, F. Scott Fitzgerald, Acker, Gaitskill, Erdich and Dagoberto Gilb. Examinations of how ethnicity, social class and gender create notions of structure in Acker, Erdich and Gilb. Longer works by students are encouraged and workshoped. Three editorial exercises provided for students' job portfolio. 65 pp. of edited work and editorial portfolio required for grade. Strongly recommended for third semester MFA prose students as preparation for manuscript and thesis seminar. Open to W&P students only. FA.

**WRI 760A**
Practice of Poetry: Composition & Critique (3)
This class focuses on the participants’ own poems, their intentions and realizations, triumphs, disappointments and creative mistakes. It also attempts to examine and clarify the traditions of which these poems partake, and we read texts
pertinent to such an investigation. All This Everyday by Ted Berrigan and Caws & Caesures: Around Poetry and Poets by Anselm Hollo will be required reading. Highly recommended is the anthology Postmodern American Poetry, edited by Paul Hoover. Open to W&P students only. SP.

**WRI 760B**
Practice of Poetry: Saying Things in Time (3)
In this course we imitate and improvise on a wide variety of verse forms, using successful models to instruct and inspire our words to move expressively in lines and sections. By working with these assignments, even if they do not accord with our usual compositional styles, we develop verse awareness and stretch poetic technique to become more adept and flexible. The result is a greater range of "what comes up" in our minds is able to take form and find unique expression. "It is such a simple yet subtle art, this saying things in time." Robert Creeley. Open to W&P students only. SP.

**WRI 761A**
Practice of Fiction: Short Prose (3)
SP.

**WRI 761B**
Practice of Fiction: Happy Days (3)
This workshop examines how social class defines American writing. Student's creative prose in any form takes half of the class time. Texts/screenplays from all social classes provide examples on how race, gender and age also impact works.
The American social lie of our classless society enjoys loving scrutiny and high hilarity. To paraphrase Paul Fussell: If you find an American who feels entirely class-secure, stuff and exhibit him/her. Authors include Jamacia Kincaid, Lorrie Moore, Carver, Acker; Ralph Ellison, Dagoberto Gilb. DVDs include Raymond Chandler; Billy Wilder; Allison Anders. Course requires one essay and a writing folder. Open to W&P students only. SP.

**WRI 763**
Creative Reading & Writing: Notes on Architecture (3)
In this class, we read works inspired by the experience and imagining of architecture: the passage, the corridor, the underground tunnel, the corner of a city perpetually turning. How does architecture inspire writers to imagine narrative and poetic structures, whether virtual or real, and how can we, writing, enter into the space continually opening out from the one preceding it or not—what is it like to enter a sequence of rooms that are already there, furnished by the previous occupant? Readings include Elizabeth Grosz's writings on architecture, as well as selections of contemporary and modernist poetry and prose. Open to W&P students only. SP.

**WRI 790e**
Creative Reading and Writing: Investigative Poetics (3)
Some possible investigations include whether one kind of engagement with the world is more authentic than another. What makes a poem political, and whether a political poem is determined by one's level of engagement with the world. Some others involve writing poetry that (according to Amiel Alcalay) "pillages" from sources such as personal diaries, newspapers and official documents. Writing that wavers between overt and oblique states of mind, and between a direct commentary on reality and abstract experiences within language. SP. Open to CW students only.
“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

Chair: Marlene DeNardo
Admissions Coordinator: Aileen Donovan
Core Faculty: Apela Colorado, Marlene DeNardo
Adjunct Faculty: Kaleo Ching, Aileen Donovan, Larry Edwards, Joanna Macy, Michael Mansfield, Russill Paul, Ana Perez Chisti, Clare Rozani, Luisah Teish

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. The program offers students the opportunity to focus their master's work and study in particular areas such as the arts and spirituality; cosmology and spirituality; creation spirituality and spiritual direction/guidance; culture, peace and justice; deep ecology; work and spirituality; creativity and education, or another emphasis related to the creation spiritual tradition and cosmology. Students may also choose a concentration in Indigenous Mind or Spiritual Cinema.

The first two semesters begin with a required four-to-five-day intensive in creation spirituality and cosmology. Additional requirements in creation spirituality, cosmology, mystics and core readings continue this 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 a dialogue with community participants from the Bay Area.

Flexible Scheduling Options
Students may complete their requirements through participation in required and elective intensives and/or weekend classes. Some independent study and several online elective courses are also available.

ADMISSION REQUIREMENTS:
MLA CREATION SPIRITUALITY
Naropa University is no longer accepting new students to this program. Current students have been notified directly of course availability and degree completion requirements. For additional information, email aileen@naropa.edu or mdenardo@naropa.edu.

REQUIREMENTS:
MLA CREATION SPIRITUALITY
Creation Spirituality/Cosmology (5)
Core Readings (2)
Mystics (2)
Engaged Spirituality (2)
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 Intensive I (3)
CSP 602 Creation Spirituality & Cosmology Intensive II (2)
CSP 603 Core Readings in Creation Spirituality (Two 1-credit courses)
CSP 608 Master's Project/Thesis (3)

All other program course requirements are met by selecting from the following:
Seminar Courses
Seminars engage participants in provocative dialogue and intellectual discipline.

CSP 606  Urban Spirituality (1–3)
CSP 615  Creation Mystics (1–3)
CSP 616  Medieval Mystics (1–3)
CSP 617  The Mysticism of Thomas Aquinas and Ourselves (1–3)
CSP 618  The Mysticism of Meister Eckhart (1–3)
CSP 625  Mystical Poets and Creation Spirituality (1–3)
CSP 626  Creation Mystics: Hildegard of Bingen (1–3)
CSP 627  Creation Spirituality and the Black Experience (1–3)
CSP 628  The Search for Common Ground: Howard Thurman (1–3)
CSP 632B  Deep Ecumenism: Spiritual Traditions of the World (1–3)
CSP 636B  Ecospirituality: Earth Wisdom and Wisdom Traditions (1–3)
CSP 639  Feminist Awakening & Women’s Spirituality (1–3)
CSP 642  Cosmology and the New Science (1–3)
CSP 643  Psyche, Soul & Spirit (1–3)
CSP 644  Engaged Buddhism & Liberation Theology (1–3)
CSP 649  The Reinvention of Work (1–3)
CSP 652  Universal Themes in Myths & Dreams (1–3)
CSP 655  Jewish Mysticism (1–3)
CSP 660  Merton as Mystic and Prophet (1–3)
CSP 664  Personality, Spirituality & Work: A Jungian Perspective (1–3)
CSP 693  Revolutionary Practices (1–3)
REL 532e  Buddhism: The Way of Wisdom and Compassion (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  Compassion Practicum (1–3)
CSP 700  Wilderness Experience (1)
CSP 703  Creating Techno Cosmic Masses and Rituals (1–2)
CSP 704  Sustainable Communities (1–3)
CSP 706  Spirituality and Homelessness (1)
CSP 708  Spirituality, Folklore & Theater (1–2)
CSP 772  Photography and Social Change (1–2)
REL 515e  Buddhism and Social Action (3)
PSYT 551e  Ecopsychology (3)

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

Students in this concentration take 10–12 credits of specialized study in Indigenous Mind. Experiential learning with traditional Elders deepens the learning process. Consequently, this concentration requires two additional residencies each semester. In addition, students engage in independent study and online course work. Students must anticipate additional costs for the residency requirements.

Seminar Courses

CSP 712  Indigenous Science: A Survey (1–3)
CSP 716  Genealogy: Finding the Sacred Tree of Your Family (1–3)
CSP 720  Christianity, Colonization & Cultural Imperialism (1–3)
CSP 724  Restoring Wisdom: Moon and Dreams as Mythic Metaphor (1–3)
CSP 727  Environmental Intimacy: Earth and Mud as Primal Passage (1–3)

Art as Meditation Courses
Art as Meditation classes awaken creativity through art, movement, image and meditation practice.

CSP 654  Dancing Our Wisdom (1)
CSP 657  Passages: Rites for Men & Women (1)
CSP 731  Native American Rituals (1)
CSP 735  Journeying with the Chakras (1–2)
CSP 736  Yoga of Sound (1–2)
CSP 738  Judy Chicago’s “Dinner Party” (1–2)
CSP 739  Moving Toward Stillness (1)
CSP 740  Introduction to Group Dream Work (1)
CSP 743A  Chi Gung: Ancestors and Spirit Guides (1)
CSP 743B  Creative Body, Creative Spirit: Totem Animals (1)
CSP 744  Painting as Creative Meditation (1)
CSP 745  Dancing Sacred Texts (1)
CSP 747  The Art of Ancestral Drama (1–2)
CSP 750  Elements of African Ritual (1–2)
CSP 751  The Camera as Illuminator & Companion (1)
CSP 754  Drum Time, Dream Time, Drama Time (1–2)
CSP 764  Ritual Theater and Creative Writing (1)
REL 500e  Meditation Practicum I (3)
Concentration in Spiritual Cinema
This concentration provides students with tools of perception, storytelling and the basic technical knowledge of the filmmaking process. The goal of this training is to prepare the student for their use of the medium to evoke humankind's capacity for compassion, love, courage and reverence for all life. Students become creators, not just consumers of the medium, creating sacred films with soul and spirit. This concentration in combination with Creation Spirituality provides an awakened sense of the sacred and assures that the content of filmmaking contributes to the re-enchantment of our existence and the path of healing and understanding among people, communities and Earth.

The concentration requires 10 to 12 credits of specialized courses in theory and experiential study of Spiritual Cinema. Students have the opportunity to focus their master's project/thesis in the area of Spiritual Cinema.

Seminar Courses
CSP 672 A History of Sacred Cinema (1-3)
CSP 677 Digital Documentary Filmmaking (1-3)

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

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

CREATION SPIRITUALITY DEPARTMENT COURSES

CREATION SPIRITUALITY (CSP)

CSP 200e/500e
Introduction to Creation Spirituality (3)

Creation spirituality integrates the wisdom of Western spirituality and global indigenous cultures with the emerging scientific understanding of the universe and the passionate creativity of art. The earliest tradition of the Hebrew Bible, it was celebrated by the mystics of medieval Europe. Creation spirituality provides a solid foundation and holistic perspective from which to address the critical issues of our times, including the revitalization of religion and culture, the honoring of women's wisdom, the celebration of hope in today's youth and the promotion of social and ecological justice.

CSP 600
Creation Spirituality & Cosmology Intensive I (3)
This course deepens the student's understanding of creation spirituality and cosmology through study of the writings and books on the creation spiritual tradition and the new scientific understanding of the universe story.

CSP 602
Creation Spirituality and Cosmology Intensive II (2)
An immersion into cosmology and the creation spiritual tradition, exploring the vibrant scientific and spiritual context from which to view the remarkable unfolding of the universe, the course starts with the flaring forth of the fireball and extends to the principles of creation spirituality, sustainability in the Ecozoic era, the seven chakras and deep ecumenism. Includes art as meditation each afternoon.

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

CSP 608
Master's Project/Thesis (3)
The master's project/thesis integrates the student's educational experience and contributes to fashioning a more ecologically sensitive and spiritually grounded society. The project can take one of three forms: 1) a research thesis; 2) a creative and/or experiential project; 3) an integrative paper. It can also be a combination of two or three forms. A creative project must also contain substantial documentation for binding and library reference.

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 Teilhard de Chardin, participants find a similar spiritual theology that deals with the human and cosmological world of interconnectedness born of spirit. The course examines the integrative themes of social justice and responsible awareness that promotes balanced and effective actions in the world.

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 sites beyond the campus and in their own communities, where they join others committed to justice, peace, social change, health, 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 660
Merton as Mystic and Prophet (1)
In the course participants explore major insights of Thomas Merton, a twentieth-century mystic monk/prophet, who has been called "a symbol of the century." Students consider both his invitation to deepen their contemplative experience and the challenge of his social critique.
CSP 682
Zen Mind, Editing Mind {1–3}
An introductory course in the fundamentals of transforming raw digital video footage into a simple but coherent, completed film. This seminar is designed to provide a basic understanding of structure, pacing and the use of narration, music and sound effects, with an emphasis placed on the editing process as a vehicle for creating a sense of wholeness, inter-relatedness and appropriateness of form. Editing is done on iMac DV computers using the built-in iMovie software.

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

CSP 699
Independent Study {1–3}
With permission, a student may undertake a supervised study of a particular aspect of creation-centered spirituality, cosmology, the mystics or other related topics that cannot be researched in any other fashion.

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

CSP 711
Cinema as Meditation {1–3}
An experiential course in which participants explore the act of cinematography and the viewing of footage as a process for developing greater meditative awareness. Classes alternate between learning refined techniques of cinematography and reviewing the results of student assignments.

CSP 712
Indigenous Science: A Survey {1–3}
Traditional elders and wisdom keepers are the teachers in this class, exposing the students not only to the content, but also to the ways of thinking, story telling, and spiritual experience that make up the consciousness of indigenous peoples. Visits to sacred sites are a part of the learning experience.

CSP 716
Genealogy: Finding the Sacred Tree of Your Family {1–3}
This course is about finding one’s sacred tree, one’s roots and ancestors and the knowledge generated through generations. It includes historical, textual research but also interviewing elders and learning the sources of discontent and grief inherited from the past. It also includes returning to the whole mind in one’s family. By approaching one’s people and family as a tribe, one recognizes the sacredness of the family, human sexuality, money and power. By naming names again, one formulates a prayer: Each family has a teaching to give about creation. Prerequisite: CSP 712, Indigenous Science: A Survey.

CSP 720
Dancing with the Missionary: Christianity, Colonization and Cultural Imperialism {1–3}
This course explores the deep impact of Christianity on tribal communities around the world. Through the in-depth study of fall-redemption Christian ideology and its role in colonizing the world, indigenous communities can begin to heal the wounds and transform them through a new vision and a new relationship. Prerequisite: CSP 712, Indigenous Science: A Survey.

CSP 730
Faces of the Soul: Mask Making and Chi Gung {1}
Chi Gung guides participants into rivers (meridians) in their body, into the mystery of the inner being where the Muse awaits. Participants feel the pulse and rhythm in these depths as wonders of the sacred gather in the revelation of their mask. Integration of Chi Gung, oriental bodywork and art inspire, evoke and lead to the creation of a totem mask.
SUMMER WRITING PROGRAM

Chair, Artistic Director: Anne Waldman
Director: Lisa Birman
Operations Manager: Clarissa Cutrell
Finance and Registration Manager: Corrina Lesser

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

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

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

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

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

Students sign up for one workshop each week and each student's SWP passcard admits them to all other weekly events. Each week has a separate focus. Past weekly themes have included "The Scholarly Writer," "Writing for Performance," "Writing the Body," "Cross-Language Studies and Translation," "Politics of Identity," "Feminism"
Options for Attendance
There are a number of credit and non-credit options available.

MFA Students Enrolled in Naropa University’s Writing and Poetics Department
The Summer Writing Program serves each year as a required third semester for Naropa’s MFA degree, complementing each year with an intensive summer learning experience. Two four-week Summer Writing Programs are required to complete the Writing and Poetics requirements. At the MFA level, the program consists of 8 graduate credits, at 2 credits per week, which cumulates in 16 total credits over two summers. Matriculated MFA students preregister for the Summer Writing Program in the spring of each year. New MFA students entering in the summer will receive information from the Admissions Office about registering for the SWP.

MFA Students Enrolled in Naropa University’s Low-Residency MFA in Creative Writing
The Summer Writing Program also serves as a third semester, as well as fulfilling the annual residency component, for Naropa’s low-residency MFA degree. Sixteen total SWP credits are required to complete the degree requirements. Due to the unique needs of online MFA students, these 16 credits need not be taken in consecutive Summer Writing Programs, but may be spread over the course of the degree program. Naropa’s MFA Creative Writing students will preregister online for weekly courses and by mail and email for weekly workshops in the spring of each year. Please contact the SWP finance and registration manager at 303-245-4600 for further details.

BA Students Enrolled in Naropa University’s Writing and Poetics Department
Bachelor of Arts students matriculated in the Writing and Literature degree program are able to preregister for the Summer Writing Program in the spring of each year. While the program is not required for the BA writing program, students are strongly urged to take advantage of the opportunity to join the summer’s community of writers and artists. At the undergraduate level, the program is offered for 6 credits, at 1.5 credits per week. BA students may register for one, two, three or four weeks of the program. While incoming BA Writing and Literature students are not allowed to begin their degree program in the summer, they may elect to take the program for non-credit or as a visiting student.

Students Enrolled at Naropa University in Other Academic Departments
Naropa students pursuing degrees in other departments are also invited to join the writing community for one, two, three or four weeks of the program. Undergraduate students receive 1.5 credits for each week attended and graduate students receive 2 credits per week. All credit students may preregister during the spring semester. Master’s level students will need to apply and receive permission from the SWP Department prior to registering. Please contact the SWP finance and registration manager at 303-245-4600.

Students Enrolled at Other Colleges or Universities
Students enrolled in graduate or undergraduate programs at other colleges and universities may elect to attend the Summer Writing Program through the Visiting Student Program and receive academic credits that will transfer back to their school. Visiting students apply to the program through the Admissions Office and are permitted by mail in the spring. Visiting students may register for one, two, three or all four weeks of the program. The total number of credits that can transfer varies according to each school.

Students Not Currently Enrolled at Other Schools
Students who are not currently enrolled in an academic program in any school may be eligible to take the Summer Writing Program for BA or MFA credit. These students must contact the Admissions Office about admission to the Visiting Student Program.

Non-Credit Students
Each summer, many students elect to attend the Summer Writing Program as non-credit participants. This is by far the least expensive option and non-credit students are entitled to attend almost all of the same classes, readings, panels, lectures and events as degree-seeking students. The non-credit option is available for one, two, three or all four weeks.
of the program, and non-credit students register through the mail using the registration forms in the SWP catalog. This option is popular with nontraditional students and prospective Naropa students who want to get a feel for the kind of writing being done here. It is not possible to attend the SWP as a non-credit student and then transfer the experience to academic credit at a later date.

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

**SWP Orientation**
The Summer Writing Program holds orientation events during the five days prior to the start of the program. These events are for all students, credit and non-credit, especially those planning on attending all four weeks of the program. For new and returning students who plan to take the program for college credit, attendance at orientation events is mandatory. For more information about the events scheduled during orientation, please contact the SWP at 303-245-4600.

**SWP Scholarships**
There are many scholarship opportunities for degree-seeking and non-degree-seeking Summer Writing Program students. Please see the "Financial Aid" section of this catalog.
INTERNATIONAL AND INTERCULTURAL EDUCATION

Director: Peter S. Volz
Director, Sikkim Program: Clarke Warren
Academic Director, Prague Program: Lisa Birman
Administrative Director, Prague Program: Jolana Dvorakova

"Your work is to discover your world, and then with all your heart give yourself to it."
—The Buddha

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 of Sikkim and 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 hillsides 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 Kangchenjunga, 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 Bhutia 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 valley. 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, visas, field trips, festivals and in-country transportation expenses. Tuition costs vary depending upon whether the student takes 14 or 16 credits. Airfare is separate and is negotiated annually.

**Required Courses**

**ANT 271**  Culture, Traditions and Contemporary Issues of Sikkim (4)

**ANT 311**  Independent Field Research: Sikkim (3)

**REL 280**  Meditation Practicum: Sikkim (1)

**REL 273**  Nepali Language: Sikkim (3) or

**REL 285**  Tibetan Language: Sikkim (3)

**REL 384**  Buddhist Traditions: Sikkim (3)

**TOTAL CREDITS 14**

Students may choose an elective:

**ART 206**  Tibetan Scroll Painting (2)

**MUS 205**  Classical Indian Tabla (2)

**TOTAL CREDITS 14 OR 16**

**Sikkim, North India: Course Descriptions**

**ANT 271**  Culture, Traditions and Contemporary Issues of Sikkim (4)

Students are introduced to a variety of interdisciplinary perspectives of the multi-ethnic Sikkimese culture, with field trips, guest lectures and festivals. Home stays take place early each semester. Students explore the rich cultural offerings of Sikkim while examining the contemporary issues facing a modern, multicultural, multireligious society. FA/SP.

**ANT 311**  Independent Field Research (3)

Students undertake a three-week research and study project in one of four areas of study: religious studies, environmental issues, sociocultural studies or the arts. Preparatory classes introduce students to ethnographic research and fieldwork methodology. A final paper and presentation are required. FA/SP.

**REL 273**  Nepali Language (3)

This introductory language course is designed to enhance and enrich the students' experience in Sikkim. The focus is on conversational skills and begins with an intensive study period in the first few weeks of the program. FA/SP.

**REL 280**  Meditation Practicum (1)

An introduction to Buddhist mindfulness and awareness meditation practice, and how it relates with meditation in Sikkimese and Tibetan cultures. Naropa University faculty provides individual meditation instruction. FA/SP.

**REL 285**  Tibetan Language (3)

This introductory language course is designed to help students deepen their experience in Sikkim. The focus is on conversational skills and begins with an intensive study period in the first few weeks of the program. FA/SP.

**REL 384**  Buddhist Traditions: Sikkim (3)

This course provides an overview of Indian and Tibetan Buddhism from historical, philosophical and cultural perspectives. Emphasis is on presenting a background with which to understand the Buddhist environment we live in during the Sikkim program. Students examine the central role of meditation in relationship to the major schools of the Buddhism. In addition, the role of pilgrimage and sacred geography are explored, in preparation for an excursion to the major sacred sites of the West Sikkim Himalaya. FA/SP.

**Electives**

**ART 206**  Tibetan Scroll Painting (2)

This course introduces students to the art of traditional Tibetan thangka (or scroll) painting. Students are supervised in their step-by-step creation of a traditional Tibetan Buddhist thangka figure and landscape, and learn beginning skills in tigse (proportions for each image), inking, shading, color mixing and painting. FA/SP.

**MUS 205**  Classical Indian Tabla (2)

An introduction to traditional North Indian music through the study of the tabla (traditional drum). Students are trained in tuning, right and left hand exercises and beat patterns and timing. Later classes combine rhythmic patterns and introduce a selection of classical compositions.

**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 language of the Czech Republic.

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

At the center of the program students engage in an ongoing writing workshop, designed to heighten 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 near the Prague Castle, and are provided with meal stipends to be used in town.

Cost includes tuition (15 or 16 credit hours), room and board, visas, field trips and in-country transportation expenses. Airfare is separate and negotiated annually.

**Required Courses**

- **ANT 283** Czech Language I (2)
- **WRI 315** Writing Workshop (6)
- **WRI 316** Investigative Travel Journal (1 or 2)
- **WRI 374** Literature in History—History in Literature (3)
- **WRI 375** Contemporary Czech Culture (3)

**TOTAL CREDITS 15 OR 16**

**Prague, Czech Republic: Course Descriptions**

**ANT 283**

Czech Language I (2)

This introductory course is designed to enhance and enrich the student's experience in the Czech Republic. Conversational skills are the focus. By focusing on the differences and similarities of Czech and English, the students understand the basics of Slavic languages in general and become familiar with the basic vocabulary and structure of Czech. SP.

**WRI 315**

Writing Workshop (6)

This centerpiece course of the program uses creative writing as an investigative tool for students to explore their understanding and experience of Czech culture and society. Students develop and sustain a daily writing practice and produce a finished body of creative work by the end of the semester. Students investigate fiction, poetry, travel writing, memory, narrative, collaborative forms, imagination, performance, text, sound, dialogue and point of view. Through in-class discussions, students trade strategies for sustaining the writer's life. Students become allies in one another's creative process, inspiring, critiquing and challenging one another to write vividly about people, places, events and ideas. SP.

**WRI 316**

Investigative Travel Journal (1–2)

This independent study course is designed to help students explore a new city through the eyes of an investigative writer. During spring break students are required to leave the Czech Republic in order to renew their visas. Students use this opportunity to visit a city of their choice and develop a travel project unique to that destination. SP.

**WRI 374**

Literature in History—History in Literature (3)

This course provides an overview of the history of literature in the Czechlands, Bohemia, the territories of former Czechoslovakia, and the lands of the former Austro-Hungarian Empire up to the postwar period, prior to 1945. We overview the evolution of literary movements throughout the history of the region as well as how political regimes have affected artistic engagement. Most of the course is devoted to the 19th and 20th centuries, relating historical events to the cultural and literary history of the regions. SP.

**WRI 375**

Contemporary Czech Culture (3)

Students survey the semiotic battle within Czech culture and society. Starting with the roots (and rhizomes) of trends and traditions in literature, music, theatre, film and art as well as pub and café subcultures, etc., we observe their transformations in time and place. We consider the introduction and proliferation of the postmodern topics of ecology, multiculturalism, gender and queer studies. We study the rise of cultural activism in many forms and trace the influence of expatriate communities. SP.
EXTENDED STUDIES

Assistant Vice President of Extended Studies: Joe Cassidy
Director of Online Curriculum Development: Jirka Hladíš
Events Coordination Manager: Chris Connally
Manager of Enrollment Services: Lisa Swartz
Marketing Manager: Cristina Willard
Programming Manager: Siobhan Houston

Naropa University Extended Studies supports Naropa’s mission in the larger community by offering workshops, lectures, conferences, online courses and professional development programs to local, national and international audiences. Programs include personal enrichment workshops, retreats, classes and lectures; professional development certificate and training programs; and online education distance learning. Offerings have been designed to meet the needs of working professionals, families and others who are interested in contemplative education. There is no admissions process for those wishing to pursue non-degree study at the university.

Personal Enrichment
Extended Studies Personal Enrichment programs provide opportunities for the community to delve into Naropa’s unique contemplative environment, uncovering inner sources of creativity and wisdom. Recent presenters include Coleman Barks, Peter Fenner, Stanislav Grof, Thich Nhat Hanh, Father-Thomas Keating, Daphne Rose Kingma, Stephen LeBarge, John Daido Loori Roshi, Gabrielle Roth, Starhawk and Jai Uttal.

Professional Development
Professional Development at Extended Studies integrates innovative contemplative practices and professional education, offering training programs, certificate programs and professional conferences. Some courses are offered for continuing education credits (CEUs).

Professional trainings include:
  - Addictions Counseling
  - Wilderness Therapy
  - Contemplative End of Life Caregiving, offering the Spiritual End of Life Care Training in co-sponsorship with Rigpa Spiritual Care Program (low-residency program)
  - Marpa Center for Business and Economics, offering the Authentic Leadership Certificate Program (low-residency program)
  - Authentic Movement
  - Play Therapy

Conferences
Each year, major conferences, workshops and intensives bring together leaders in their respective fields to highlight the program offerings. Recent conferences include:
  - Buddhist-Christian Dialogues: Contemplation, Practice and the Crossroads of Spirit (March 2005)
  - Contemplative End of Life and Elder Care Conference (May 2005, Boulder; May 2004, Garrison, NY)
  - Wilderness Therapy Symposium (September 2005; September 2004)
  - The Annual Contemplative Education Conference (annually since 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)
Online Education: Low-Residency

Graduate Degrees and Online Courses

Naropa Online Education offers a variety of courses from the heart of its liberal arts curriculum, taught by experienced Naropa faculty, translated and refined for delivery through state of the art internet technology. Naropa online classes are offered for undergraduate and/or graduate credit, as well as non-credit. No on-campus meetings are required, and one need not be online at the same time as other students. The unique online courses incorporate streaming audio lectures, chat rooms, threaded discussion groups, multimedia, written lectures, local assignments and group projects and a dynamic online learning community. In addition to individual courses, the following low-residency graduate degrees are offered: Master of Fine Arts in Creative Writing; Master of Arts in Transpersonal Psychology; Master of Arts in Transpersonal Psychology with a concentration in Ecopsychology; and Master of Arts in Contemplative Education. Visit www.naropa.edu/distance for more information.
CORE FACULTY

Keith Abbott  
*Writing and Poetics*  
BA, San Francisco State  
MA, Western Washington State

Dale Asrael, Acharya  
*Transpersonal Counseling Psychology*  
BS, Northwestern University  
Elementary, Secondary Education Certificates, Notre Dame University

Zoë Avstreih  
*Somatic Psychology*  
BA, State University of New York, Albany  
MS, Hunter College  
LPC, ADTR, ACS

Wendell Beavers  
*Contemporary Performance*  
BA, Boston University

Suzanne Benally  
*Environmental Studies*  
BA, University of Colorado  
MA, University of Colorado

Frank Berliner  
*Contemplative Psychology*  
BA, Yale University  
MA, The Naropa Institute  
LPC

Deborah Bowman  
*Transpersonal Counseling Psychology*  
BA, University of Kansas  
PhD, Union Institute  
LPC

Richard C. Brown  
*Contemplative Education*  
BA, Knox College  
MA, The Naropa Institute  
Graduate Study, Earlham School of Religion  
Certificate in Elementary Education, University of Denver

Susan Burggraf  
*Contemplative Psychology*  
AB, Rosemont College  
AM, Bryn Mawr College  
PhD, Bryn Mawr College

Reed Bye  
*Writing and Poetics*  
BA, University of Colorado  
MA, University of Colorado  
PhD, University of Colorado

Christine Caldwell  
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MA, University of California, Los Angeles  
PhD, Union Institute  
LPC, ADTR, ACS, NCC, CMT, CPT

Jane Carpenter-Cohn  
*Contemplative Psychology*  
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MA, The Naropa Institute

Lauren Casalino  
*Psychology: Contemplative Psychotherapy*  
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MA, The Naropa Institute  
LPC

David Chernikoff  
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MDiv, Graduate Theological Union  
LPC

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MFA, Naropa University

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*Religious Studies*  
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MTS, Harvard University  
PhD, Harvard University
Pamela (Apela) Colorado  
_Creation Spirituality_  
BS, University of Wisconsin  
MS, University of Wisconsin  
PhD, Brandeis University  

_Edris Cooper-Anifowoshe_  
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MA, University of Colorado  
PhD, University of Colorado  

_Marlene DeNardo_  
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MA, Holy Names College  
California state teaching credential  

_Barbara Dilley_  
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_Roger Dorris_  
_Recreational Studies_  
AAS, BA, Metropolitan State College of Denver  
MA, The Naropa Institute  
PhD Candidate, Union Institute  

_Sherry Ellms_  
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MA, Naropa University  
Elementary and Secondary Education Certificate, California State University, Los Angeles  

_John Engel_  
_Environmental Studies_  
BA, Hope College  
MA, Northern Illinois University  
MA, Prescott College  

_Bataan Faigao_  
_Transitional Eastern Arts_  
BA, University of San Carlos (Philippines)  
MA, New York University  
MFA, Naropa University  

_Michael Franklin_  
_Transpersonal Counseling Psychology_  
BA, University of South Florida  
MA, George Washington University  
ATR-BC  

_Duey Freeman_  
_Transpersonal Counseling Psychology_  
BA, Loretta Heights College  
MA, University of Northern Colorado  
LPC  

_Eric Fretz_  
_Core Program_  
BA, Messiah College  
MA, Penn State University  
PhD, Michigan State University  

_Ethelyn Friend_  
*Performing Arts*  
BA, The Naropa Institute  
MFA, Brandeis University  

_Indira Ganesan_  
_Writing and Poetics_  
BA, Vassar College  
MFA, University of Iowa  

_Peter Grossenbacher_  
_Contemplative Psychology_  
BA, University of California, Berkeley  
MS, University of Oregon  
PhD, University of Oregon  

_Tenpa Gyaltsen, Acharya_  
_Recreational Studies_  
Ka Rabjampa, Nalanda Institute  

_Sarah Harding, Lama_  
_Recreational Studies_  
BA, Naropa University  

_Alberto Hartway, Fr._  
_Interdisciplinary Studies, Core Program_  
BA, St. Joseph College  
MFA, The Naropa Institute  
PhD Candidate, University of Colorado  

_Bobbie Louise Hawkins_  
_Writing and Poetics_  

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Caroline Hinkley
Core Program, Visual Arts
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MFA, Claremont Graduate University
MFA, California Institute of the Arts

Anselm Hollo
Writing and Poetics
University of Helsinki, Institute of Tubingen

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MA, University of Tulsa
PhD, Temple University
LP

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MA, State University of New York, Brockport

Sudarshan Kapur
Core Program
BSc, London School of Economics and Political Science, England
MA, Iliff School of Theology
PhD, University of Denver/Iliff School of Theology

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MED, University of Colorado
PhD, University of Colorado

Miles Krassen, Rabbi
Religious Studies
BA, St. John’s College
MA, Indiana University
MA, University of Pennsylvania
PhD, University of Pennsylvania

Mark Miller
Performing Arts
BA, Marylhurst College
MFA, California Institute of the Arts

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